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Job Analysis Of The Position Of Senior
Municipal Recreation Administrator

by



David R. N. Mitsui

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
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The undersigned certify that they have read, and
recommend to the Faculty of Graduate Studies and Research,
for acceptance, a thesis entitled Job Analysis Of The
Position of Senior Municipal Recreation Administrator
submitted by David Russel N. Mitsui
in partial fulfilment of the requirements for the
degree of Master of Arts.

DEDICATION

To my wife, Margaret, for her encouragement, support, and understanding during the completion of this thesis.

Abstract

The purpose of this study was to describe the administrative duties and specific tasks of senior municipal recreation administrators using a job analysis approach. The three sub-problems related to specific task performance were to determine the frequency of task performance, to determine the perceived importance of task performance, and to compare the normative with the descriptive responsibilities of senior administrators. The study included interviews with 17 selected senior administrators in municipal leisure services departments in the Province of Alberta, Canada.

Reviews of management and administration literature and current recreation literature were conducted. A review of the literature regarding the theoretical approaches to the study of roles provided the conceptual background for this study. Specifically, Bakke's model of the fusion process (1953) and Katz and Kahn's model of the factors involved in the taking of organizational roles (1978) provided the theoretical support for the use of Getzels and Guba's model of administrative behavior as the conceptual framework for this study. The specification of tasks and the examination of the frequency and perceived importance of task performance formed the basis for determining the role requirements and expectations to achieve organizational goals.

The use of seven administrative duties provided broad categories to describe large segments of work and to classify the 83 specific tasks included in this study. The seven terms used to describe the administrative duties were assessment, budget administration, office management, planning, public relations, consulting with the recreation board and executive body, and staffing. These terms were chosen because

they are commonly used in the municipal recreation field.

A total of 65% (54/83) of the tasks were performed by more than 50% of the senior administrators. In the performance of these tasks, the majority of senior administrators were responsible for the three traditional areas of parks and open space, recreation facilities, and recreation programs. There was also a suggestion that senior administrators are broadening their administrative responsibilities to other areas due to organizational demands.

The data regarding the frequency of task performance indicated that performance was based on individual situations and circumstances. The two exceptions were maintaining regular office hours on a daily basis and performing budget administration tasks regarding the preparation of the budget. These latter tasks were performed on a semi-annually and annually basis due to the cyclical and recurring nature of the budget.

The data regarding the perceived importance of task performance indicated that 44 of the 54 tasks performed by a majority of the senior administrators were rated as very important and important. These tasks addressed the administrative duties of budget administration, planning, public relations, and consulting with the recreation board and executive body.

Overall, the senior administrator can be viewed as a budget administrator, a planner, a recreation board and executive body advisor, a public relations person, and an assessor of programs and services.

The results of this study support the normative responsibilities of senior administrators suggested in the recreation literature. The exception is that the majority of senior administrators did not administer the recreation programs. These tasks were delegated to

subordinate staff.

Further study is required to examine the relationship between specific task performance and the size of the department, geographical location, and type and population of jurisdiction. Also, further study is required to examine the relationship between the perceived importance of the task and the perceived importance of task performance.

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Chapter 1

The Research Problem

Recreation, parks, and leisure services represent a major area of government responsibility at the federal, provincial and local levels. Across Canada there are thousands of cities, towns, villages, counties, and regions which provide a vast network of programs, facilities and leadership to meet the recreational needs of their residents. Consequently, there are thousands of people employed by hundreds of municipalities in the municipal recreation field. Municipal recreation personnel work in such positions as facility directors, program coordinators, program instructors, parks directors, district area supervisors, planners and youth group leaders. Of these, the position of senior municipal recreation administrator (senior administrator) is the subject of this study.

Purpose of the Study

The main purpose of the study was to present, descriptively, the administrative duties and specific tasks of senior administrators. The determination of task requirements of the position of senior administrator forms the basis for specifying the roles and role expectations for this position (Katz et al., 1978).

The study considered a comprehensive list of 83 specific tasks, categorized under the seven administrative duties of assessment, budget administration, office management, planning, public relations, consulting with the recreation board and executive body, and staffing.

As sub-problems, the study investigated the frequency of specific task performance and the importance of specific task performance.

Statement of the Problem

The study investigated the following main problems:

- (1) What administrative duties were the responsibility of senior administrators?
- (2) What specific tasks were personally performed (specific task performance) by the senior administrators?

Three sub-problems related to specific task performance examined the following:

- (2a) What was the frequency of specific task performance of the senior administrators?
- (2b) What was the perceived importance of specific task performance by the senior administrators?
- (2c) How did the specific task performance of the subjects compare with those suggested by selected writers in current recreation literature?

To provide descriptive information regarding responsibilities and specific task performance of the senior administrators the following open-ended questions were asked:

- (i) What broad areas of administration were under the responsibility of the senior administrator?
- (ii) What specific facilities were under the responsibility of the senior administrator?
- (iii) What was the approximate percentage of time the senior administrators spent performing each administrative duty over the previous 12 months?

- (iv) What specific tasks did the senior administrator identify as the most essential in their jobs?
- (v) What specific tasks took the senior administrator the most time to complete?
- (vi) To what specific tasks did the senior administrators perceive required greater emphasis?

Significance of the Study

The analysis of the position of senior administrator has been based on the conceptual understanding of a municipal leisure services department as a social system. This study of administrative duties and specific tasks can be approached meaningfully through the utilization of the Getzels and Guba (1957) model of a social system. The specification of tasks and the determination of the frequency of task performance and the perceived importance of task performance forms the basis for determining the role and expectations to achieve organizational goals. Roles are the basic unit for specifying and assigning responsibility and authority so that tasks may be implemented (Getzels et al., 1957).

The examination of the administrative duties and specific tasks of the senior administrator focuses on the responsibilities of that position and the subsequent role and expectations within the municipal leisure services department. While this study may increase the senior administrator's understanding of the municipal leisure services department through a greater awareness of his position within this social system, the study may also provide the senior administrator with a broad perspective of the conceptual basis of administrative behavior and the significance of specifying role behavior within the social system.

Limitations

The following limitations may have affected this study of administrative duties and specific tasks:

1. The 17 subjects were volunteers and were not selected at random;
2. The senior administrators may be performing specific tasks not represented in this study;
3. The time allotted for each interview may have been insufficient to obtain all job-related information;
4. The responses to the six open-ended questions were not identified by subject;
5. The development of the conceptual model was primarily used to interpret the results and the reader should be cautioned that the model was not used to collect the data;
6. The reliability of the instrument used to collect the data may be limited since the subjects were asked to recall information for the previous twelve months. The subjects may not have been able to remember all of the tasks performed, the frequency of task performance, and the importance of task performance for that entire period; and
7. The methodology is limited to the analysis of the data in terms of the study population as one group. The reader should be aware of sub-groups of senior administrators' responses within the main group which caused some skewedness of the data.

Delimitations

This study was delimited in the following ways:

1. Only those senior administrators of municipal leisure services departments in municipalities with populations between 1,000 and 15,000 within a 100 km radius of the City of Edmonton, Alberta were surveyed;
2. The study took place in May, 1982 and therefore the duties and tasks performed were restricted to the previous twelve months; and
3. The examination of administrative duties and specific task performance has been delimited to the area of recreation and parks services.
4. The analysis of the data was delimited to describing the administrative duties and specific tasks of the study population. There was no intention to generalize the results of the study to describe the job of any other senior administrators.

Definition of General Terms

The following terms have been used and are defined for the purposes of this study of administrative duties and specific tasks of senior administrators.

Administrative Duties. Melching et al. (1973) define administrative duty as

"...a large segment of work performed by an individual. It is one of the distinct major activities involved in the work performed, and is composed of several related tasks" (p. 4).

For the purpose of this study, administrative duties and administrative functions are to be viewed as synonymous terms. The Funk and Wagnal Standard Dictionary (1974) defines function as

"The special duties or action required of anyone in an occupation, office, or role" (p. 541).

To further emphasize the confusion and lack of distinction between these terms, Melching et al. (1973) state

"While job analysis experts employ concepts such as task, function, responsibility, duty, etc. as though the distinctions among them were both obvious and fixed, this is simply not true" (p. 3).

The seven terms used to describe administrative duties in this study were assessment, budget administration, office management, planning, public relations, recreation board and executive body, and staffing. These seven terms have been described in detail in Chapter 4.

Executive Body. The members of the executive body may include the elected officials, the mayor, and senior municipal officials such as the Town Manager and Municipal Secretary. This governing body has authority over the leisure services department in terms of decision-making power and the allocation of resources. The executive body gives final approval for policy.

Municipal Leisure Service Department. The department consists of a formal organizational structure whose mandate is the provision of recreation programs and services for the community. This title refers to the following department titles - Recreation and Parks Department; Parks and Recreation Department; Community Services Department.

Position. A position is defined as

"the duties and tasks established as the work requirement for one individual [and] ...

exists whether occupied or vacant" (Melching et al., 1973, p. 4).

Recreation Board. The recreation board consists of members of the community who are appointed by the Executive Body for a specific term. In this study, the recreation boards performed an advisory function for the Executive Body. The boards had no authority and held no decision-making powers. The recreation board recommended to the Executive Body the implementation of policy and the budget and acted in an advisory capacity to both the Executive Body and the municipal leisure service department (Rodney et al., 1981).

Senior Administrator. The position of senior administrator is the highest position within the organizational structure of the municipal leisure services department. The position has such job titles as Superintendent of Recreation and Parks, Director of Recreation and Parks, Director of Recreation, and Director of Community Services. To encompass this list of job titles, the title of "Senior Administrator" has applied throughout this study when reference is made to this position.

Specific Task. Melching et al. (1973) define specific task as a

"discrete unit of work performed by an individual . . . within a limited period of time" (p. 4).

Organization of the Study

This study is based on the concept that the role expectations and role behavior associated with a given position are developed from task requirements (Katz et al., 1978). To this end, Chapter 1 has outlined the purpose of the study, defined the problem, and established the general terms of reference.

Chapter 2 will review the management and administration literature which describes the work of managers and administrators in terms of administrative duties. A review of the role theory literature forms the conceptual basis of the study based on Getzels and Guba's model of administrative behavior (1957).

Chapter 3 includes a discussion of the methodology, the development and administration of the instrument, a description of the profile of the subjects, and the analysis of data.

Chapter 4 will identify and define the seven administrative duties and 83 specific tasks.

Chapters 5, 6 and 7 will discuss the findings of specific task performance, the frequency of specific task performance, and the importance of specific task performance, respectively.

Chapter 8 will summarize the findings of the previous three chapters and develop a task performance summary.

Chapter 9 will discuss the conclusions and implications of the study and make recommendations for future research.

Chapter 2

Conceptual Framework and Review of Literature

The identification and description of the administrative duties and specific tasks of senior administrators in municipal leisure service settings led to the examination of the job these people do in their positions. The review of the management and administration literature focuses on administrative duties. The review of selected recreation literature presents normatively the responsibilities of senior municipal recreation administrators. The review of the literature on role theory provides the conceptual basis for the examination of administrative duties and specific tasks. The examination of three specific theoretical approaches to roles permit the study of duties and tasks of the position of senior administrator rather than the individual incumbent. Bakke (1953) proposed that the examination of the individual in the organization involved a fusion process. Katz and Kahn (1978) described the role episode as the core of their model of the factors involved in the taking of organizational roles. Getzels and Guba (1957) viewed administrative behavior on the conceptual basis of a social system. It is this latter perspective which forms the conceptual framework for this study.

Administrative Duties

A main purpose of this study was to describe the administrative duties of senior administrators in the field of municipal recreation. A review of the management and administration literature reveals that the use of specific terms called duties (as defined in this study) have been

in use well over 50 years. The use of the word "duty" to describe the work of a manager or administrator in terms of "a large segment of work . . . composed of several related tasks . . . " (Melching et al., 1973, p. 4) was first initiated by Fayol in 1916. Table 1 reviews the lists of administrative duties used by specific writers to describe the job of the administrator.

Table 1

Lists of Administrative Duties
Used By Selected Writers to Describe
The Administrator's Job

<u>Barnard (1938)</u> communicating securing essential effort formulating purpose	<u>Johnson et al. (1967)</u> planning organizing controlling communicating
<u>Urwick (1943)</u> planning organizing commanding coordinating controlling investigating communicating forecasting	<u>Newman et al. (1967)</u> organizing planning leading controlling
<u>Fayol (1949)</u> planning organizing coordinating controlling commanding	<u>Gross (1968)</u> decision-making communicating planning activating evaluating
<u>Davis (1951)</u> planning organizing controlling	<u>Koontz et al. (1968)</u> planning organizing staffing directing controlling
<u>Longenecker (1964)</u> planning	<u>Voich et al. (1968)</u> planning organizing

Table 1 (Continued)

organizing	controlling
directing/motivating	administering
controlling	
<u>Massie (1964)</u>	<u>Dale (1969)</u>
decision-making	planning
organizing	organizing
staffing	controlling
planning	staffing
controlling	directing
communicating	innovating
directing	representing
<u>Greenwood (1965)</u>	<u>Sisk (1973)</u>
planning	planning
decision-making	organizing
organizing	controlling
staffing	directing
directing/leading	<u>Schwartz (1980)</u>
controlling	planning
<u>Rue et al. (1977)</u>	organizing
planning	controlling
organizing	staffing
controlling	directing
directing	<u>Mar et al. (1982)</u>
<u>Haimann et al. (1978)</u>	planning
planning	organizing
organizing	controlling
influencing	staffing
staffing	innovating
<u>Scanlan et al. (1979)</u>	
planning	
organizing	
controlling	
directing	

Fayol (1949) formulated the five administrative duties of planning, organizing, commanding, coordinating, and controlling. Later theorists modified and expanded this initial compilation of administrative duties. Table 1 (p. 10) shows that the nineteen different lists of administrative duties contain similar duties, however most lists are unique.

Gulick and Urwick (1937), expanding Fayol's five duties, coined the acronym "PODSCORB" to represent planning, organizing, directing, staffing, coordinating, reporting, and budgeting. Later, Urwick (1943) separated the planning duty from forecasting, included communicating, and emphasized that investigation was an underlying duty. Davis (1951) emphasized only three basic duties - planning, organizing, and controlling. Both Urwick (1961) and Follet (1949) agreed that coordination was a key duty because of the time and effort executives devoted to it. In contrast to Fayol (1943), Urwick (1943), and Davis (1951), Chester Barnard (1938) interpreted his experiences as a chief executive differently from Fayol's personal experiences. Barnard based his three essential duties on observations of his managers. He felt that managers provided a system of communication, secured essential effort (i.e. recruitment; use of incentives), and formulated and defined purpose for the organization.

Recent writers, examining the duties of managers and administrators have made few significant changes in describing what administrators do. The staffing duty was included by Massie (1964), Greenwood (1965), Koontz and O'Donnel (1968), and Dale (1969). Others have since included the staffing duty (Haimann et al., 1978; Schwartz, 1980; Mar et al., 1982). Dale (1969) introduced the duties of innovating (as in implementing change) and representing (representing the company to the outside world). Groos (1968) included the duty of activating to describe the use of persuasion, pressure, and promoting self-actualization. The activating duty is similar to Barnard's (1938) duty of securing essential effort and Haimann et al.'s (1978) duty of

influencing. Voich and Wren (1968) added the duty of administering which involved coordinating, leading, and motivating.

This comparison of the nineteen writers who have proposed various administrative duties, revealed that only the three key duties of planning, organizing, and controlling, as originally proposed by Davis (1951), received the widest acceptance.

This review of administrative duties has provided a basis on which to describe large segments of work of senior administrators. The nineteen writers who developed their own lists of administrative duties attempted to describe the work of administrators using terms which would be applicable to all types of administrators working in as many different settings. This review indicated that there was incomplete agreement between theorists on both what terms should be included (Miner, 1971) and how terms should be defined (McFarland, 1970).

In an attempt to avoid these criticisms, descriptive terms used in the municipal recreation field were chosen to represent the job of senior administrators in terms of administrative duties. The seven administrative duties utilized in this study include assessment, budget administration, planning, public relations, office management, recreation board and executive body, and staffing.

The examination of the administrative duties and specific tasks of the position of senior administrator includes a review of selected recreation literature to determine the normative (Stephens, 1978) responsibilities of senior administrators.

Normative Responsibilities of Senior Administrators

The following writings of selected authors were examined to determine the normative responsibilities assigned to the position of

senior administrator according to recreation literature. These writers used the terms "specific responsibilities" (Kraus and Curtis, 1977), "duties" (Butler, 1976), "typical duties" (Shivers, 1980), and "examples of duties" (Rodney et al., 1981) to describe the responsibilities of senior administrators. These responsibilities have been categorized and are discussed according to the seven administrative duties being used in this study, namely assessment, budget administration, office management, planning, public relations, recreation board and executive body, and staffing.

Assessment. Kraus et al. (1977) suggest that the senior administrator performs ongoing assessment tasks. They state that the senior administrator

"... evaluates the department's overall effectiveness in attaining its objectives through both formal and informal evaluative procedures, research studies, and reporting systems" (p. 75).

Shivers (1980) suggests that the senior administrator is responsible for the assessment of the department's programs and services in the statement that the senior administrator

"... uses the written material collected in records and reports for making periodic studies and surveys for the continuous improvement of recreation services" (p. 206).

Both agree that the senior administrator is responsible for assessing the programs and services of the department and using formal and informal procedures to determine if organizational goals and objectives are being met.

Budget Administration. The following unanimously agree that the senior administrator is responsible for the department's fiscal budget.

Shivers (1980) feels that the senior administrator is responsible for preparing the budget and should

"... be prepared to explain and justify each item which he calls for in the budget" (p. 205).

Kraus et al. (1977) are more specific in their comment that the senior administrator is responsible for

"... preparing a budget and directing, controlling and accounting for all departmental expenditures, revenues, and fiscal operations" (p. 75).

Butler (1976) states that the senior administrator

"... prepares and justifies the budget [and] . . . supervises income and expenditures . . ." (p. 110).

Rodney et al. (1981) also state succinctly that the senior administrator

"... prepares and justifies the budget; controls and supervises departmental expenditures . . ." (p. 436).

According to Shivers and others, the senior administrator is responsible for the preparation, execution and control of the department's fiscal budget.

Office Management. The following writers suggest that the senior administrator is responsible for the administration of the office including office routines, meeting with department staff, maintaining the filing system, reading about the latest developments in the field, and the administration of recreation programs.

Rodney et al. (1981) suggests that the senior administrator establishes office routines to deal with

"... office hours, correspondence, filing, reference material and information, telephone calls appointments, and office visitors" (p. 361).

The senior administrator also allocates office time to meet with his staff in order to

"... give direction and guidance by defining standards and principles of operation" (Rodney et al., 1981, p. 436).

In terms of utilizing a record-keeping system, Shivers (1980) feels that the senior administrator is responsible for the maintenance of

"... records, file controls, and adequate filing systems for the preservation of correspondence, studies, and legal papers of all kinds" (p. 206).

The senior administrator allocates office time for himself to keep abreast of new developments in the recreation field. Shivers (1980) feels that the senior administrator

"... searches the literature on the trends and developments in the field of recreation services" (p. 207).

According to Rodney et al. (1981), the recreation program is the main reason for the department's existence. Kraus, Rodney, and others support the idea that the senior administrator is responsible for the administration of recreation programs. The senior administrator

"... develops and administers a broad program of recreation activities for all age groups and interests" (Rodney et al., 1981, p. 436).

"... organizes, directs, and controls all recreation program activities" (Kraus et al., 1977, p. 75).

"... develops and administers a comprehensive program" (Butler, 1976, p. 110).

"... develops recreational services through a program of activities which will actually satisfy the needs of people" (Shivers, 1980, p. 204).

These writers agree that the senior administrator is responsible for the operation and functioning of the office, especially the administration of recreation programs, maintaining records and files, and establishing office routines.

Planning. The following writers suggest that the senior administrator is responsible for the performance of tasks which describe the administrative duty of planning. These tasks include determining the present and future facility, program, and service requirements of the community, consulting with other agencies concerned with recreation services, and establishing joint-use agreements.

The senior administrator is responsible for the planning of the department's programs and services to meet community requirements as stated by the following writers. The senior administrator

"... ascertain present and future needs for areas, facilities, programs; and prepares long-term plans to meet these needs" (Rodney et al., 1981, p. 436).

"... directs the planning, acquisition, construction, improvement, and care of all areas and facilities" (Butler, 1976, p. 110).

"... studies, surveys, and analyses the conditions of recreational needs of the community and reports such information" (Shivers, 1980, p. 201).

The senior administrator meets with other agencies and organizations to assist him in the planning of recreational programs and services. According to these writers, the senior administrator

"... confers with other local, regional, state, and national government agencies concerned with recreation and parks" (Rodney et al., 1981, p. 436).

"... negotiates, prepares, and administers regular and periodic agreements between the

agency and public, quasi-public, and private agencies or individuals for the purposes of enhancing the recreational services within the community" (Shivers, 1980, p. 207).

The literature indicates that the senior administrator is responsible for a wide range of tasks when performing the planning duty. The senior administrator is generally responsible for ascertaining present and future facility, area, program, and service requirements through the use of studies and surveys. The senior administrator also consults with other agencies when planning programs and services and developing joint-use agreements.

Public Relations. The following writers suggest that the senior administrator is responsible for departmental public relations by developing positive relationships with community agencies and groups, keeping the public informed of recreational services and programs, and meeting with community groups to discuss programs and services. These writers state that the senior administrator

"... maintains an effective public relations program and develops constructive relationships with other municipal, voluntary, and community organizations" (Kraus et al., 1977, p. 75).

"... confers with community groups concerned with the agency's interest" (Butler, 1976, p. 110).

"... disseminates information to the public on matters of interest to it" (Shivers, 1980, p. 206).

"... counsels with community groups and individuals to determine program needs, area and facility requirements, and areas in which expansion and improvement are needed" (Rodney et al., 1981, p. 436).

The literature indicates that the senior administrator is responsible for meeting with community groups, keeping the public

informed of recreation matters, and developing positive working relationships with community agencies and groups.

Consulting With The Recreation Board and Executive Body. The literature indicates that the senior administrator advises the recreation board and administers departmental policies. The senior administrator

"... serves as the technical advisor to the recreation and parks board" (Rodney et al., 1981, p. 147).

"... carries out the policies as set by the board" (Rodney et al., 1981, p. 435).

"... advises the board on matters of policy" (Butler, 1976, p. 110).

These writers suggest that the senior administrator's responsibility includes advising the recreation board on policy and technical matters and administering the department's policies established by the recreation board and executive body.

This review of selected recreation literature suggests that the senior administrator is directly responsible for all aspects of programs and services, and the administration of the department. While the performance of some tasks by the senior administrator and the delegation of other tasks to subordinate staff is unique to each department, the literature does not differentiate between these tasks. The writers can only suggest "typical duties" of which the senior administrator is, at best, ultimately responsible. While this may indicate the kinds of tasks the senior administrator may perform, the result is a normative description of the "typical" responsibilities of the position of senior administrator.

For the purposes of this study the descriptive examination of the administrative duties and specific tasks of senior administrators is based upon a theoretical approach to the study of roles.

Role Theory

The review of three specific theoretical approaches to roles has formed the conceptual basis for the study of administrative duties and specific tasks. Bakke's model of the fusion process (1953), Katz and Kahn's model of the taking of organizational roles (1978), and Getzels and Guba's model of administrative behavior (1957) are described and compared.

Bakke. Bakke approaches the subject of the individual in the organization as involving a fusion process. Rather than establish rules about organizing, Bakke describes how the individual hopes to use the organization to reach personal goals and similarly, how the organization attempts to use the individual to reach organizational goals.

The fusion process is the result of the dynamic interaction between the "socializing" and the "personalizing" process. The "personalizing process" is utilized by the individual to use the organization and its people for the accomplishment of personal goals and expectations. The "socializing process" is the organization's attempt to accomplish organizational goals through the allocation of specific positions and subsequent functions and responsibilities. The fusion process can be briefly described as the integration of the individual and the organization to attain specific organizational roles and statuses.

Bakke also describes three units of behavior which ". . . originate in and appear to be responses to the demands and expectancies from . . .

these three sources" (1953, p. 14), namely formal and informal tasks and acts. The "formal tasks" are the totality of the organization's formal demands and expectations. The "informal tasks" are the informal demands and expectations of the associated groups or role set of the individual. The "acts" are the individual's desire for self-expression.

Figure 1 shows Bakke's model of the fusion process. The model consists of the organization and individual dimensions. The organization dimension is the basis for describing the socializing process and the individual dimension, the personalizing process. The components of each dimension are discussed as they collectively describe the fusion process.

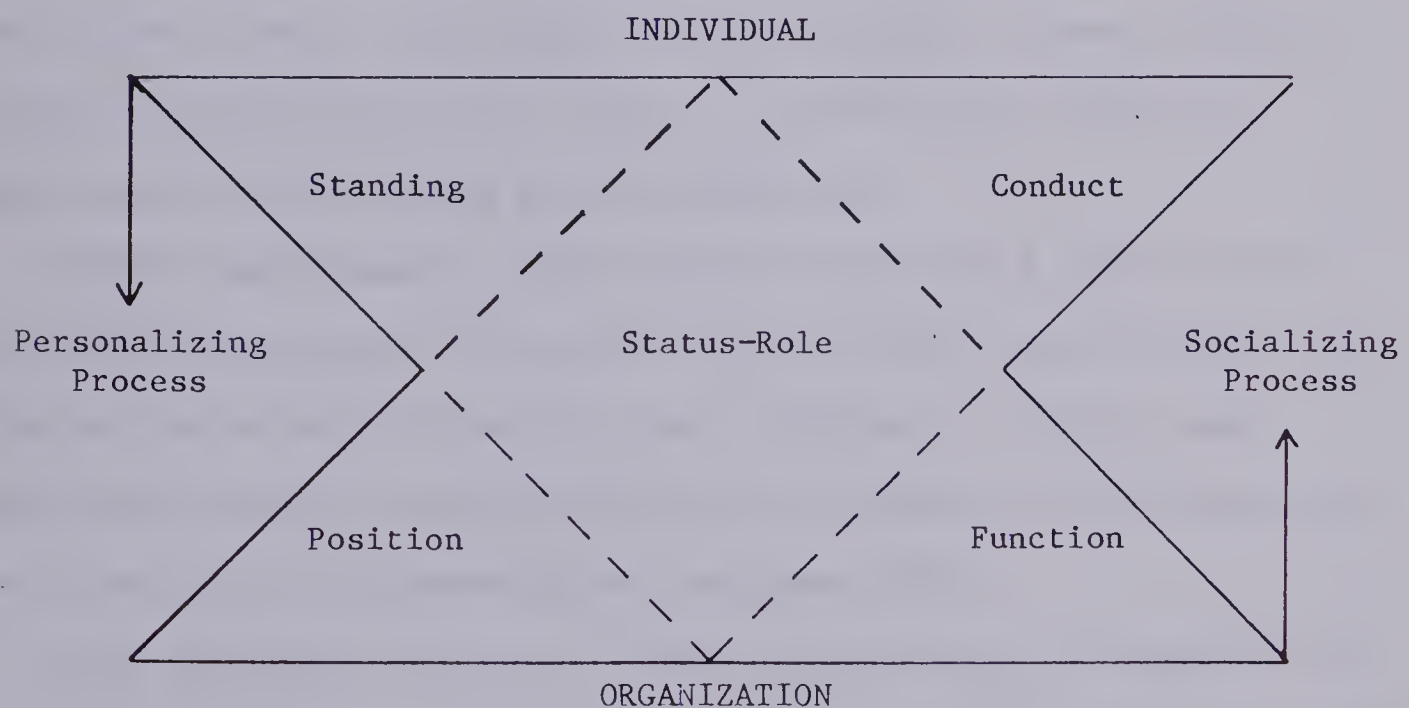


Figure 1

Conceptual Model of the Fusion Process (Bakke, 1953, p. 20)

In the socializing process, "formal positions" are composed of "formal functions" which are selected from the totality of "formal tasks". The formal organization assigns formal positions which carry their respective formal functions.

In the personalizing process, the totality of the individual's "acts" have been labelled "conduct". Conduct is the personal behavior a person expects from himself. The "standing" the person desires to occupy in relation to other individuals and groups is the essential core of a person's conception of himself.

The merging of these two processes results in a change in both the individual and the organization. This interaction is diagrammatically represented by the central area of the overlapping triangle in Figure 1 (p. 21). The result of the interaction between conduct and function has been called a "role". The result of the interaction between standing and position has been called "status". The interaction between the tasks and the acts has been called "activities".

Bakke's model suggests that observed behavior is a result of the individual attempting to personalize his role while, simultaneously, the organization attempts to socialize the individual. A similar model which also describes the dynamic interaction between the individual and the organization is proposed by Katz and Kahn (1978).

Katz and Kahn. Katz et al. (1978), in describing the organization as a system of roles, developed a theoretical model of the factors involved in the taking of roles (Figure 2, p. 23). The role episode is described as the core of the model and is followed by a discussion of role-taking.

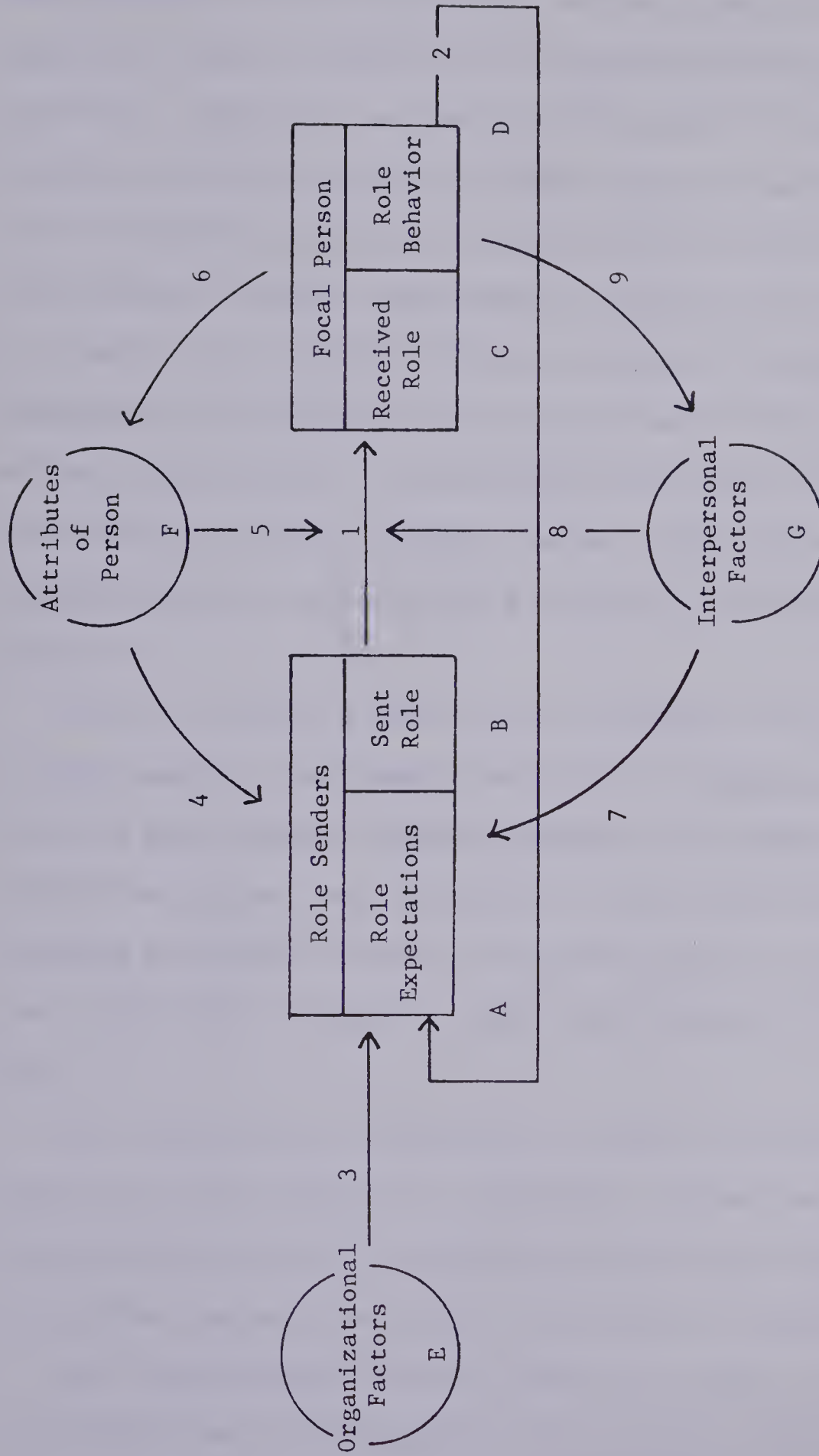


Figure 2

A Theoretical Model Of Factors Involved In The Taking of Organizational Roles
(Katz et al., 1978, p. 196)

The role episode (Katz et al., 1978, p. 195) is comprised of four basic concepts. "Role expectations" are the standards of behavior applied to a person occupying an organizational position (Box A in Figure 2). "Sent-role" are the expectations sent by members of the role-set to influence the focal person's behavior (Box B). "Received role" is the focal person's perception of the sent role and includes the focal person's personal expectations of himself in that position (Box C). Lastly, "role behavior" is the focal person's response to the information and influence he has received (Box D). Role expectations and sent role consist of the motivations, cognitions, and behavior of the members of the focal person's role set. The received role and role behavior address the focal person's cognitions, motivations, and behavior.

Arrow 1 in Figure 2 emphasizes the influence of role expectations on role behavior. The feedback loop (Arrow 2) indicates the degree to which the focal person's behavior conforms to the expectations of the role set and suggests that the process of role sending and role receiving is cyclical in nature. The role episode is therefore, at the core of the model, in Figure 2, and includes Boxes A to D and Arrows 1 and 2.

Role sending and role behavior, as a part of this ongoing cyclical process, are also influenced by individual, interpersonal, and organizational factors. The inclusion of these three factors with the role episode completes the model in the taking of organizational roles.

The "organizational factors" (Circle E in Figure 2) influence the role expectations held by members of the role set. These factors include the technology of the organization, the organizational

structure, the formal policies, rules and regulations, and the rewards and penalties associated with occupying a position within a given organization. Arrow 3 suggests a causal relationship between these organizational factors and the particular role expectations the role set members hold and send to the focal person.

The "attributes of a person" (circle F) refer to the variables which describe the tendency of an individual to behave in idiosyncratic ways. These are the personal traits of a person such as motives, fears, values, likes, and dislikes. Katz et al. (1978) propose that these factors affect the role episode in three ways. First, Arrow 4 suggests that personal attributes affect the role sender's evaluation of the focal person and may provoke certain behaviors (eg. friendly or unfriendly behavior). Second, Arrow 5 suggests that the focal person's personality can affect different people in different ways and influence the essence of the role sent, the role received, and role behavior. Third, Arrow 6 suggests that the focal person's role behavior affects his own personality. Katz et al. (1978) postulate that a person becomes what he does and cannot become what he does not do.

The "interpersonal factors" (Circle G) include the expectations the role set members hold and send to the focal person (Arrow 7). Arrow 8 suggests that the type of relationship (eg. trusting vs. distrusting) the focal person has with the role senders will affect how the person interprets the role set's sent expectations. Lastly, Arrow 9 suggests that the focal person's role behavior affects his interpersonal relations with the members of his role set.

In summary, Katz and Kahn's model of the factors involved in the taking of organizational roles indicates that the dynamic relationship

which exists between the focal person and the members of his role set is instrumental in influencing and determining the role behavior of the focal person. This balance between the focal person's attempt to personalize his role behavior while receiving influencing messages from the role senders shows the complexity of the factors involved in the taking of organizational roles.

In essence, Katz and Kahn describe the interaction of the individual and the organization as involving a socializing - personalizing process through the dynamics inherent in a role episode. Similarly, Getzels and Guba's model of social behavior describes the interaction of the nomothetic and idiographic dimensions.

Getzels and Guba. A framework which analyses administrative behavior on the conceptual basis of a social system was initially formulated by Getzels and his associates (Getzels, 1952, 1958, 1963; Getzels and Guba, 1957; Getzels and Thelan, 1960; Getzels, Lipham, and Campbell, 1968). Based on the analysis of roles and expectations by Parsons and Shils (1951), the Getzels and Guba (1957) conceptual model has been applied by a number of writers in the education field to describe various aspects of the educational system. For example, Halpin (1958) attempts to develop an administrative theory in education, Getzels and Thelen (1960) study the classroom group as a social system, Getzels (1963) attempts to describe conflict and role behavior in the educational setting, Getzels (1964) conceives the educational system as a social system to describe behavior, Saxe (1968) describes the changing role of the principal, Gray (1972) studies the role of the high school department head, Sinclair (1973) studies the role of the deputy

principal in Australian high schools, and Owens (1981) describes organizational behavior in the educational system.

The extensive use of the Getzels and Guba model of social behavior to study administrative behavior in educational settings suggests that the model may be universally applied to describe administrative behavior in other settings. Of interest to this study is the application of the model by Edginton and Williams (1978, p. 36) to conceptually describe the administrative behavior of municipal recreation practitioners.

The conceptual model conceives of the social system as involving two major classes of phenomena, namely, the normative or nomothetic and the personal or idiographic dimensions. These phenomena are conceptually independent and phenomenally interactive (Getzels et al., 1957). Figure 3 displays the Getzels and Guba model of social or administrative behavior.

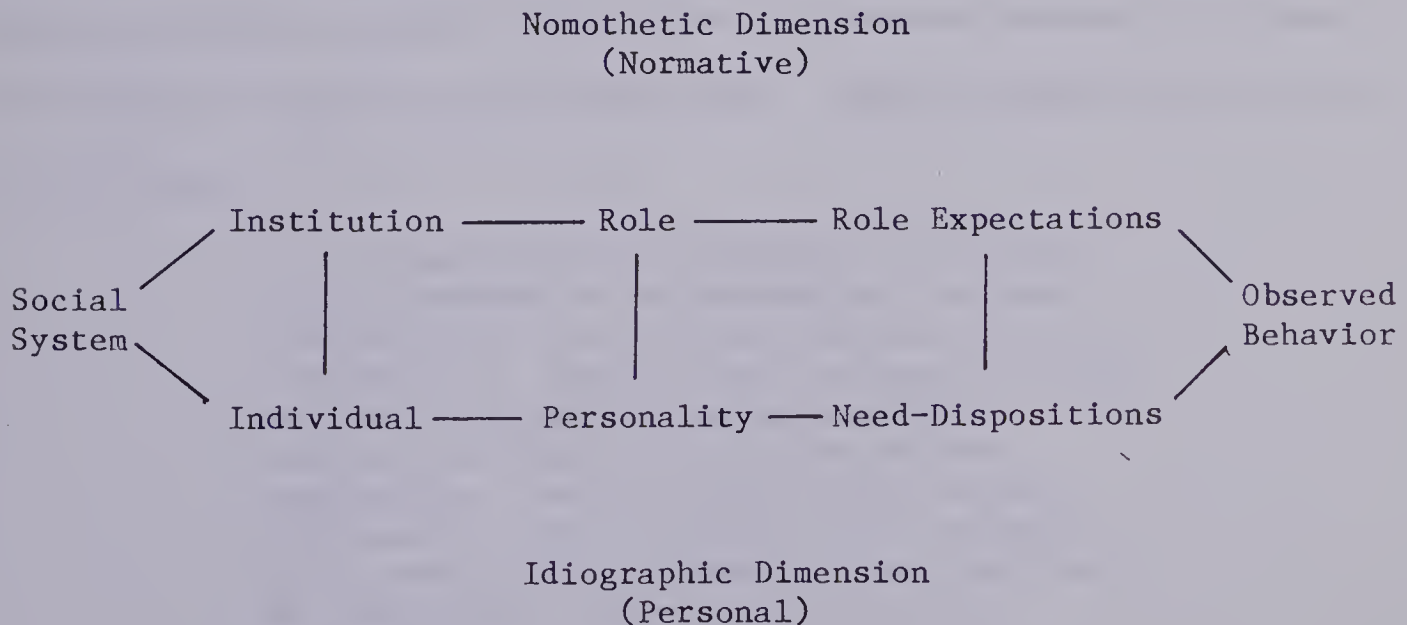


Figure 3

General Model Showing the Nomothetic and the Idiographic Dimensions of Social Behavior.
(Getzels et al., 1957, p. 429)

The normative or nomothetic dimension consists of the institution, role, and expectations. The institution is comprised of certain roles, with each role having specific role expectations.

The idiographic or personal dimension consists of the individual, who performs a role within the institution, and the subsequent personality and need-dispositions, that person brings with him in the performance of that role. The point to be emphasized is that each person occupies a given role differently. The unique styles of expressive behavior are based on the personality of the individual and his individual needs. Conceptually, personality consists of values and motivations and how that person acts and reacts in a given environment (Getzels et al., 1968). A person's need-disposition is affected by the values and motivations on one hand, and personal goals on the other (Getzels et al., 1968).

The two-way arrows in Figure 3 (p. 27) indicate that observed behavior is simultaneously derived from the dynamic interaction between the nomothetic and idiographic dimensions. This may best be understood by the comment:

"... to understand the behavior of specific role incumbents in an institution, we must know both the role expectations and the need-dispositions. Indeed, needs and expectations may both be thought of as motives for behavior, the one deriving from personal propensities, the other from institutional requirements. What we call social behavior may be conceived as ultimately deriving from the interaction between the two sets of motives."

(Getzels et al., 1957, p. 428)

The actual behavior is thus a function of the individual's personality and the given role. Behavior is a result of the individual meeting the role expectations of his role-set which are consistent with

his own pattern of needs and dispositions (Getzels et al., 1957).

To emphasize the significance of the interaction between the person's need-dispositions and his role expectations, Kahn et al. state:

"To a considerable extent, the role expectations held by the members of a role set - the prescriptions and proscriptions associated with a particular position - are determined by the broader organizational context. The organizational structure, the functional specialization and division of labor, and the formal reward system dictate the major content of a given office. What the occupant of that office is supposed to do, with and for whom, is given by these and other properties of the organization itself" (1964, p. 31).

The notion that each office is related, in some way directly or less directly to every other office has been called the role set. The factors affecting the closeness of the relationship are the work flow and technology of the organization and the hierarchy of authority (Katz et al., 1978).

Figure 4 (p. 30) could represent the role set of a senior administrator. Typically, a member's role set may include the immediate supervisor (Town Manager), supervisors of other municipal departments (Engineering, Administration), and for the purposes of this study members of the community (community groups), subordinate staff, the municipal recreation board, and elected officials (Mayor, Councillors). These members of the focal person's (Senior Administrator) role set may directly and indirectly influence the Senior Administrator's role behavior.

The Getzels and Guba model describes the dynamic interaction between the nomothetic and idiographic dimension as involving an

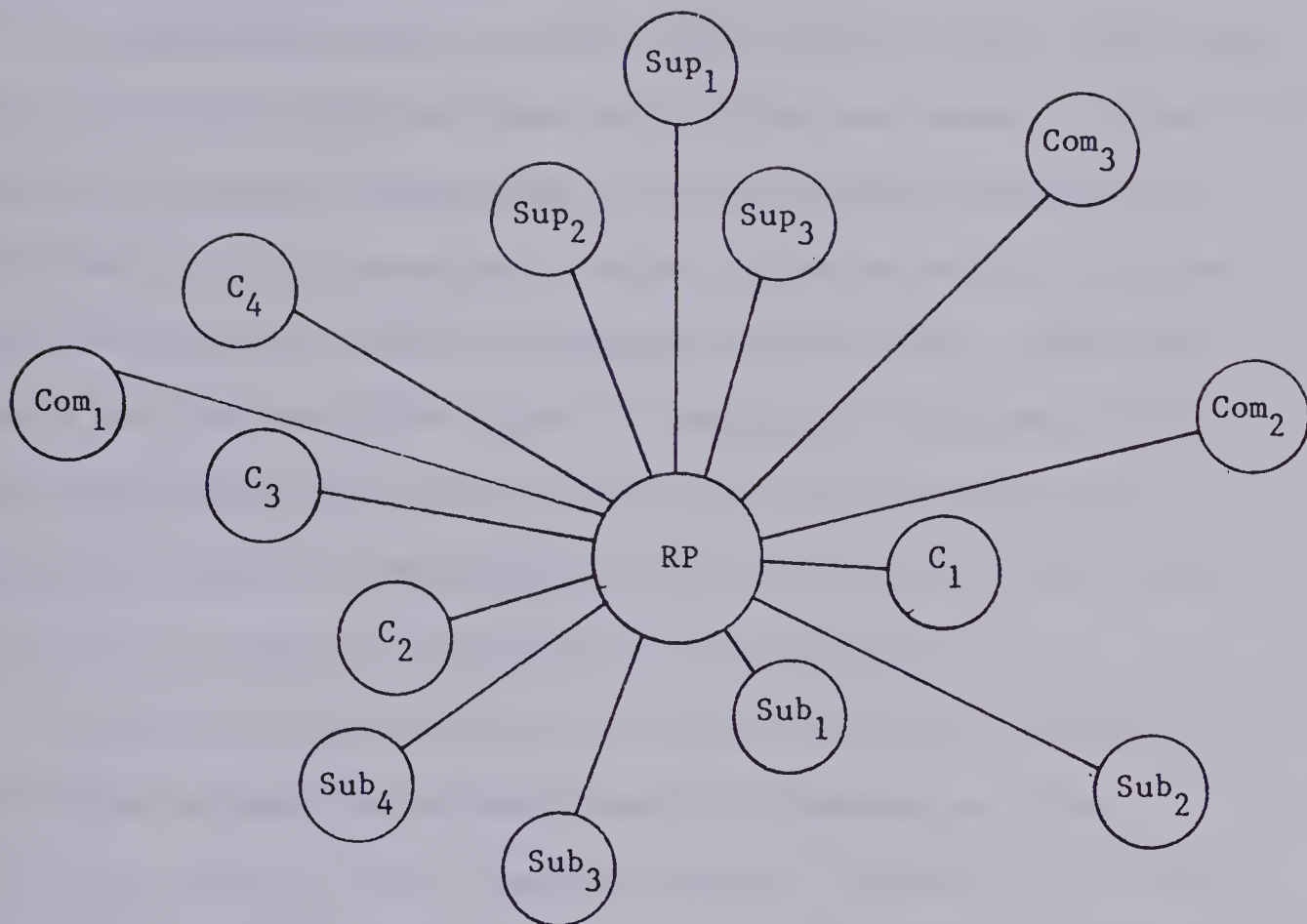


Figure 4

Illustration of Role Set of Municipal Leisure Services
Senior Administrator

(Adapted from W.G. Bennis, 1968, p. 193)

RP = Pivotal Role Player (Sr. Administrator)
 Sub = Subordinates reporting to RP
 C = Colleagues in RP's role set
 Sup₁ = Municipal Council
 Sup₂ = Town Manager
 Sup₃ = Recreation Board or Commission
 Com = Community Groups and Organizations

influencing process. The three models reviewed are similar in this respect, and are compared to support the concept of the interaction between the individual and the organization.

Comparison of the Three Models

The conceptual models by Bakke (1953), Katz and Kahn (1978), and Getzels and Guba (1957) have been reviewed for two reasons. First, they describe in a similar fashion the dynamic interaction between the individual and the organization. Second the Bakke and Katz and Kahn models conceptually support the Getzels and Guba model. Since the Getzels and Guba model has formed the conceptual framework for this study, supporting evidence was felt to be required because this particular model has been primarily used in the education field only. For these two reasons, the three models are compared.

The basic purpose of each of the three models is to explain the interaction between the individual and the organization. This interaction results in the "observed behavior" (Getzels et al., 1957), "activities" (Bakke, 1953) or "role behavior" (Katz et al., 1978) of the individual.

The nomothetic, normative, or organization dimension addresses the "socializing process". This refers to the organization's attempt to influence the behavior of the individual as he strives to reach organizational goals.

The idiographic, personal, or individual dimension addresses the "personalizing process". This refers to the individual's attempt to temper the organization's demands with personal attributes.

The suggestion of the "personalizing-socializing process" in each of the three models indicates that the individual's behavior is a result

of the "fusion" between his personal needs and disposition and the influence of role expectations on the individual.

Role expectations are the essence of the socializing process. Katz et al. (1978) suggest that the process of role sending explains the influence of role expectations on the behavior of the focal person as a part of the role episode. Bakke (1953) suggests that the "informal socializing process" which operates in conjunction with the "formal socializing process" is comprised of the role expectations of the role set members. Getzels and Guba (1957) suggest that observed behavior is the result of the individual behaving in a manner which is consistent with his own pattern of needs and dispositions while meeting role expectations sent to him by role set members.

This comparison supports the "personalizing-socializing" concept. With this in mind, the Getzels and Guba model of social behavior (1957) has formed the conceptual framework for this study.

Conceptual Framework of the Study

The Getzels and Guba model of administrative behavior (1957) has been adapted to form the conceptual framework for this study. Figure 5 (p. 33) displays a conceptual model of a Municipal Leisure Services Department and the position of Senior Administrator in relation to administrative duties and specific tasks. Each element of the nomothetic and idiographic dimensions is individually discussed. The nomothetic dimension consists of the institution, position, roles, and expectations.

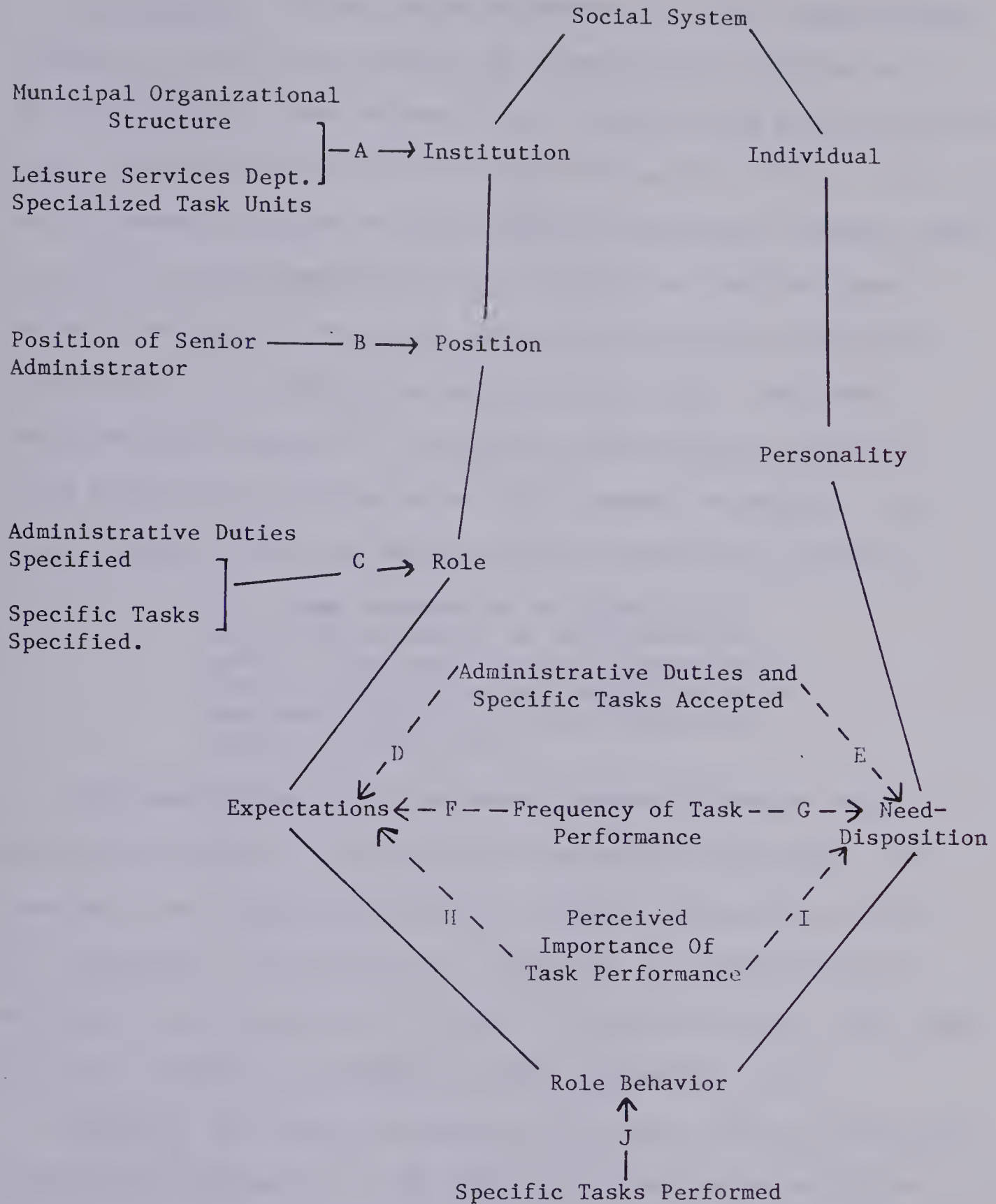


Figure 5

Conceptual Model of the Municipal Leisure Services Department and the Position of Senior Administrator in Relation to Administrative Duties and Specific Tasks

(After Getzels et al., 1957 and Sinclair, 1973)

Institution. The institution represents the formal organizational structure. Peter M. Blau defines the organizational structure as ". . . the distributions, along various lines, of people among social positions that influence the role relations among these people" (1974, p. 12). It also includes a division of labor (different people have different tasks to fulfill in the organization) and a hierarchy of positions (each person's behavior is directed by the specific rules and regulations pertaining to the position they occupy) (Hall, 1977). The formal organizational structure of a municipal leisure services department would dictate the role expectations of its members according to the position held. Miles more broadly defines organizational structure

"... those features of the organization that serve to control or distinguish its parts. Structure is generally expressed in terms of the division and specialization of work and the methods of coordination and control" (1980, p. 18).

Structurally (Arrow A), the Leisure Services Department would be only one department of the municipal organizational structure. Other departments may include Administration, Finance, Engineering, Police, Fire Department, and Public Works. Similarly, the Leisure Services Department may be structurally divided into specialized task units, such as parks, facilities, recreation programs, and cultural arts.

Position. The position represents the formal office of the senior administrator (Arrow B). If the goals of the institution are to be accomplished and the work performed, then the formal positions must be occupied by people. In most cases, the municipal leisure services department will be directed by a senior administrator who is responsible for the day-to-day operation of that organization. Depending upon the number of staff included in the formal hierarchy, other staff would

report directly to the senior administrator according to the authority relationship. Subordinate staff would be entrusted to carry out organizational goals and objectives according to their hierarchical position.

Role. In relation to a municipal leisure services department, roles may be defined as "structural or normative elements defining the behavior expected of role incumbents or actors, [persons occupying such positions as Senior Administrator, Director of Parks, Director of Recreation, Pool Manager, Parks Labourer, etc.], that is, their mutual rights and obligations" (Getzels et al., 1968, p. 60). Specifically, tasks are the major component of roles (Arrow C). As Campbell et al. state:

"If the goals of the institution are known, the tasks to achieve them may be specified and organized into relevant roles. Each role is assigned certain responsibilities and concomitant resources, including authority, for implementing the tasks. Usually the table of organization or blue-print of roles and role relationships is set up before any real incumbents are selected for the roles" (1968, p. 58).

A major characteristic of roles is that they represent positions, offices, or statuses within a given institution (Getzels et al., 1968). The position of senior administrator represents a role.

Expectations. The expectations represent the role expectations the members of the role set hold and send to the senior administrator. Role expectations are a set of normative rights and duties which specify the behavior to be expected of the person occupying the position of senior administrator. Barbin supports the idea that roles are defined in terms of role expectations in his comment that, "A position in a social

structure is equivalent to an organized system of role expectations" (1954, p. 226). Similarly, Katz and Kahn (1978), in defining the organization as a system of roles, use the term "office" to denote the relationship of each position to one another and to the system as a whole.

Each person occupying a position within the municipal leisure services department therefore is subject to certain pre-determined expectations. Role expectations can be viewed as a skeleton providing the framework for the role. How the individual (idiographic dimension) moulds his role around and within the parameters of these expectations (the nomothetic dimension) is the individual's inclination. Expectations can therefore be defined as

"... those rights and duties, privileges and obligations - in a word, those prescriptions - that delineate what a person should and should not do under various circumstances as the incumbent of a particular role in a social system" (Getzels et al., 1968, p. 64).

The illustration of a senior administrator's role set (Figure 4, p. 29) demonstrates the complex nature of the senior administrator's role. He has to contend not only with the role expectations of his superiors (Town Managers, Recreation Board, Municipal Council) and subordinate staff whom he supervises (Directors of Recreation, Parks, Facilities, Program Coordinator, Aquatic Staff, Maintenance Staff, Clerical Staff) but also with the many community groups and organizations who all have very different, and sometimes conflicting, demands.

The idiographic dimension consists of the individual, his personality, and his need-dispositions as he occupies a given position.

Individual. A person occupies a position and assumes the role or roles associated with that position. The person stamps the role he performs with his own unique style and pattern of expressive behavior (Getzels et al., 1968).

Personality. Getzels et al. (1968) define personality as follows:

"Personality is the dynamic organization within the individual of those need-dispositions and capacities that determine his unique interaction with the environment" (p. 69).

Environment used in this definition refers to geographical settings, the objects and individuals in the setting and the culturally structured and shared symbols of that setting. It also includes expectations - the roles and statuses and rights and duties of the individual (Getzels et al., 1968).

Need-Disposition. The personality may be defined by need-dispositions. Need-dispositions can be generalized in the following ways (Getzels et al., 1968) - they are forces within the individual; they are goal oriented; they affect how a person perceives the environment and thus his behavior; they can be satisfied through either a range of objects, situations, and roles or only by specific objects, situations, or roles; lastly, they are patterned vertically or hierarchically (i.e. Maslow's Hierarchy of needs) as well as horizontally.

Arrows D to I are represented by dotted lines to suggest that the acceptance of the administrative duties and specific tasks (Arrows D and E), the frequency of task performance (Arrows F and G), and the perceived importance of task performance (Arrows H and I) by the senior administrator is a function of both the role expectations of the role

set members and his personal needs and dispositions. The model suggests that observed behavior, or task performance, is a result of the dynamic interaction between the idiographic (personal) and the nomothetic (normative) dimensions. Therefore, task acceptance and frequency and perceived importance of task performance are influenced by other's role expectations and the senior administrator's needs-disposition.

Role Behavior. The dynamic interaction of the idiographic dimension with the nomothetic dimension results in role behavior, observed behavior or task performance. Katz et al. (1978) define role behavior as

"... the recurring actions of an individual, appropriately interrelated with the repetitive activities of others so as to yield a predictable outcome" (p.185).

Arrow J addresses a main problem of the study, namely the identification of specific tasks performed by senior administrators.

Summary. Chapter 2 reviewed the literature in three areas, namely administrative duties, the normative responsibilities of senior administrators, and lastly, three conceptual models on roles to aid in the descriptive analysis of the position of senior administrator.

The management and administration literature indicated that writers have been describing the job of administrators in terms of duties for the past 50 years. The lack of precise definitions of the duties and disagreement between theorists about which duties should be included led the researcher to choose descriptive terms used in the municipal recreation field which described large segments of work of the senior administrator. The seven administrative duties chosen for this study

were assessment, budget administration, office management, planning, public relations, consulting with the recreation board and executive body, and staffing.

The recreation literature indicated that the senior administrator should perform all departmental tasks and to generally be responsible for all department programs and services. The recreation writers suggested "typical duties" which, at best, resulted in a normative description of the responsibilities of senior administrators.

The three conceptual models of roles by Bakke (1953), Katz and Kahn (1978), and Getzels and Guba (1957) were presented. Bakke suggested that the individual and the organization experienced a fusion process. Katz and Kahn indicated that the role episode was the basis for explaining the dynamic interaction between the individual and the organization. Getzels and Guba suggested that the interaction between the nomothetic and idiographic dimensions resulted in the observed behavior of the individual.

The models by Bakke and Katz and Kahn explained the interaction between the individual and the organization and therefore provided conceptual support for Getzels and Guba's model of social behavior.

Chapter 3

Methodology

This chapter describes the design of the study which includes the development, format, and administration of the instrument, the response scales utilized, the population of the study, and the analysis of the data.

Development of the Instrument

The examination of administrative duties and specific tasks suggested that a status survey of senior administrators would be an appropriate type of descriptive research method for the study of this problem. The development of the administrative duties and specific task statements suggested a job analysis approach.

Job analysis is defined as "the scientific study and statement of all the facts about a job which reveal its contents and all modifying factors which surround it" (Tead et al., 1920, p. 285). Simply stated, McCormick defines job analysis as the "study of human work" (1979, p. 4). The construction of the questionnaire utilized in this study was based on two job analysis procedures, namely task analysis and task inventory.

Task Analysis. Task analysis is an analytic procedure for describing work in terms of tasks. The criteria for identifying tasks are as follows:

- A task is a group of related manual activities directed towards a goal.
[mental activities may also be included]
- A task usually has a definite beginning and end.

- A task involves people's interaction with equipment, other people, and/or media.
 - A task, when performed, results in a meaningful product. (Products are not always tangible. For example, a "correct decision" is a meaningful product.)
 - A task includes a mixture of decisions, perceptions, and/or physical (motor) activities required of one person.
 - A task may be of any size or degree of complexity. But it must be directed toward a specific purpose or separate portion of the total duty.
- (McCormick, 1979, p. 92)

Examples of seven specific tasks categorized under each of the seven administrative duties (in brackets) includes the following:

- Recruit Facility Director. (Staffing)
- Prepare information brochures of your department's leisure services. (Public Relations)
- Assist with the Master Plan. (Planning)
- Order office supplies and equipment. (Office Management)
- Compile program and facility-use attendance figures. (Assessment)
- Develop annual departmental budget objectives. (Budget Administration).
- Develop policies with Recreation Board. (Consulting with the Recreation Board and Executive Body)

The development of specific task statements addresses task analysis and task inventory. However, task inventories may also include response scales which indicate the extent of performance and attitude towards the performance of the task.

Task Inventory. Melching et al. (1973) define a task inventory as

"... a list of appropriate duty and task statements covering the tasks performed by workers in an occupational area" (p. 3).

There are two basic features which characterize a task inventory.

These are a list of task statements for the occupation being studied and the provision for some type of response scale for each individual task statement (McCormick, 1979).

There are two types of response scales which may be used in conjunction with task inventories. The first type of scale allows the incumbent to indicate some degree of involvement with each task. The second type of scale allows the incumbent to make a judgement about performing each specific task. The subjects in this study were asked three questions for each task statement. First, the subjects responded with a "yes", "delegated", or "no" response to indicate if they actually performed the task. Second, the subjects were asked how often they performed each task. Last, to obtain an indication of their perception of task performance, the subjects were asked to judge the degree of importance of performing each task in their job.

Administrative Duties and Specific Tasks. Based upon personal experience and a review of the management and recreation literature a list of seven broad administrative duties was compiled. These were as follows:

Assessment

Budget Administration

Office Management

Planning

Public Relations

Consulting with the Recreation Board
and Executive Body
Staffing

For each administrative duty a list of specific tasks was developed. (The administrative duties and specific tasks are described in detail in Chapter 4). To obtain a comprehensive list of related specific tasks, four other municipal recreation administrators not part of the study population were asked to review the specific tasks previously listed and to add any others they felt necessary. As well, the subjects were asked during the interviews to identify any other tasks which they performed.

Each specific task was stated in terms which were assumed to be commonly understood by people working in the municipal recreation field. To ensure a common interpretation, the four municipal recreation administrators who reviewed the instrument were asked to identify the specific tasks which they did not understand or required further clarification. At this time the researcher also asked the test subjects to define some of the tasks to determine their interpretation of them. This gave the researcher an idea of those tasks which were more likely to be misinterpreted. The senior administrators in the study were asked to define those specific tasks identified during the testing of the instrument.

Format of the Instrument

For each specific task statement the subjects were asked to answer three separate questions. To minimize the confusion each subject was

given three response cards. Response card A outlined the three possible answers regarding task performance:

Yes - I personally perform this specific task.

Delegated - Someone else in my department performs this specific task.

No - This specific task is not performed at all in my department.

Response card B outlined the responses to indicate the frequency of task performance. The responses were assigned weights from one to seven, inclusive, so that an average frequency weight could be computed for each specific task. The possible responses were as follows:

1. Never
2. Annually (or less)
3. Semi-Annually
4. Bimonthly
5. 1-2 times/month
6. 1-2 times/week
7. daily

Response card C listed the five levels of importance regarding task performance. The responses were assigned weights from one to five, inclusive, so that a mean importance score could be computed for each specific task. The responses were as follows:

1. very unimportant
2. unimportant
3. undecided
4. important

5. very important

To provide general information and assist in the final analysis, each subject was asked four questions:

1. What was the approximate percentage of time you spent performing each administrative duty over the past 12 months?
2. What are the most essential specific tasks in your job?
3. What specific tasks take up most of your time to complete?
4. If time permitted, what specific tasks related to your position would you like to give greater emphasis?

To gain an understanding of the broad areas of responsibility the senior administrators were asked if they supervised parks, facilities, recreation programs, or other task-specialized areas. As well the subjects were asked to indicate the specific facilities under their responsibility.

Administration of the Instrument

The subjects were contacted by telephone in April, 1982 in order to introduce the researcher, to explain the study, and to solicit their participation. Seventeen senior administrators consented (one position was vacant) and appointments were established during the middle two weeks of May, 1982.

Before each interview commenced the subjects were reminded of the purpose of the study and assured that all responses would be kept

anonymous and confidential. All interviews were tape-recorded and were 1 1/2 hours in duration.

The researcher utilized the questionnaire as an interview guide on which to record the responses.

Identification of the Study Population

A mailing list, developed in April, 1982 by the Alberta Recreation and Parks Department, was consulted to acquire the names, positions, and addresses of all senior administrators who worked in municipal leisure service departments in the Province of Alberta.

The population of the study was identified on the basis of the following four criteria:

1. The municipalities, counties, or regions were located within a 100 km radius of the City of Edmonton, Alberta.
2. The municipalities, counties, or regions had a municipal leisure service department with full-time personnel.
3. The municipalities, counties, or regions had a population between 1,000 and 15,000.
4. Only the senior administrator of each municipal leisure service department who met the three previous criteria were included in the study.

A total of 18 senior administrators were initially identified as meeting the four criteria. One position was vacant, therefore the study population consisted of 17 senior administrators. The breakdown according to the type of jurisdiction consisted of 14 senior

administrators from towns or cities, 2 from regional districts, and 1 from a county.

The average population of the jurisdictions was 7,000. The population ranged between 1,136 and 12,783.

Profile of the Study Population

The study population was chosen from a specific geographical area. The subjects have been described in this section in terms of age, sex, education, the number of full-time employees in their respective departments, the number of full-time supervisory staff in their respective departments, and their 1981 department operating budget.

Age. Table 2 shows the age of the senior administrators by years.

Table 2

Age of Senior Administrators in
Years
(N = 17)

Age in Years	f
21	1
22	1
24	1
25	2
27	2
28	1
29	2
30	1
32	2
38	1
41	1
45	1
54	1
	17
Mean Age = 31 years	

The subjects ranged in age from 21 to 54 years. Fifty-nine percent of the study population were between the ages of 25 and 32 years, inclusive. The average age of the senior administrator was 31 years.

Sex. Table 3 shows the sex of the senior administrators.

Table 3

Sex of Senior Administrators
(N = 17)

Sex	f	%
Male	11	64.7
Female	6	35.3
Total	17	100%

The data indicate that there were almost twice as many males than females represented in this study.

Education. Table 4 shows the highest education attained by frequency and percentage.

The study population was comprised of highly educated individuals. In total, 94.1% had received a college diploma or undergraduate degree as the highest education attained.

Table 4

Highest Education Attained
(N = 17)

Level of Education	f	%
High School Diploma	1	5.9%
College Diploma	3	17.6%
Undergraduate Degree	13	76.5%
Total	17	100%

Full-Time Employees. Table 5 shows the actual number of full-time employees in each of the subjects' departments.

Table 5

Number of Full-Time Employees
In the Subjects' Departments
Ordered By Rank
(N = 17)

Department	Number of Full-Time Employees
C	1
Q	1
D	2
F	2
K	2
N	3
G	4
E	5
H	6
P	8

Table 5 (Continued)

J	12
B	14
I	14
M	15
A	20
L	21
O	35
<hr/>	
mean	10

The number of full-time employees ranged from 1 to 35, inclusive.
The average number of full-time employees was 10.

Full-Time Supervisory Staff. Table 6 shows the actual number of full-time supervisory staff by subject.

Table 6

Number of Full-Time Supervisory
Staff in Each of the Departments
Ordered By Rank
(N = 17)

Departments	Number of Full-Time Supervisory Staff
C	1
D	1
F	1
K	1
N	1
Q	1
H	2
P	2
E	3
G	3

Table 6 (Continued)

I	3
J	4
B	5
M	5
O	5
A	6
<hr/>	
mean	3

The number of full-time supervisory staff (including the senior administrator) ranged from 1 to 6, inclusive. The departments had an average number of 3 full-time supervisors.

Operating Budget. Table 7 shows the 1980-81 fiscal operating budget for each municipal leisure services department by subject.

Table 7

1981 Fiscal Operating Budget Controlled
By Subject Ordered By Rank
(N = 17)

Subject	1981 Fiscal Operating Budget in Dollars
C	\$57,000
F	94,000
Q	138,000
N	169,000
P	203,000
G	205,000
E	224,000
D	225,000
K	266,000
H	328,000
J	417,000
B	693,000

Table 7 (Continued)

I	703,000
O	840,000
A	852,000
M	973,000
L	1,086,000
<hr/>	
mean	\$439,588
median	\$266,000

The 1981 operating budgets for the municipal leisure service departments ranged from \$57,000 to \$1,086,000. The mean was \$439,588 and the median was \$266,000. The majority of the subjects (64.7%) controlled operating budgets which were less than the mean.

In summary the "average" senior administrator was approximately 28 years of age, male, possessed a university education, worked in a town or city with a population of approximately 7,000, had a full-time staff compliment of 10 employees of which 2 were supervisors, and controlled an average operating budget of approximately \$439,588 or less.

Analysis of the Data

The Statistical Package of the Social Sciences (SPSS) was utilized to compute descriptive statistics from the raw data. Specifically, frequency distributions, percentage of responses, and mean scores were reported to describe the data.

Frequency distributions and percentages were reported to describe the "yes" and "delegated" responses with regards to specific task performance and to compare the number of senior administrators actually performing the specific tasks with the number delegated to subordinate staff.

Numerical values of one to seven were assigned to the responses "never" to "daily". Percentages and average weights were used to describe the data.

The percentage of response and the mean scores were reported to describe the importance of task performance. Numerical values were assigned from one to five to the responses "very unimportant" to "very important". The importance scale provided interval data, therefore the percentage, and mean scores were considered to best represent and report the data.

Chapter 4

Administrative Duties and Specific Tasks

This chapter addresses the following main problems:

- (1) What administrative duties were the responsibility of the senior administrators?
- (2) What specific tasks were personally performed (specific task performance) by the senior administrators?

This chapter describes the seven administrative duties utilized in this study. As well, the specific tasks, detailing the respective administrative duties, have been described and are based on the review of selected recreation literature, discussions with the senior administrators, and the researcher's personal experience.

Administrative Duties

The seven categories chosen to represent the administrative duties of the senior administrators were assessment, budget administration, office management, planning, public relations, recreation board and executive body, and staffing.

Assessment. The municipal leisure services department may be guided by departmental goals and objectives. The administrative duty of assessment encompasses the examination of these predetermined goals and objectives and the subsequent programs and services provided as a method of determining whether departmental goals and objectives are being met (Shivers, 1967; Kraus et al., 1981). It also includes compiling attendance figures, visiting recreation programs, touring parks and facilities, and assessing leisure services provided by private agencies.

Budget Administration. The municipal leisure services department's fiscal budget may be thought of as a document which provides information and direction regarding the acquisition, execution, and control of resources and the level of programs and services to be provided. To this end, budget administration includes the preparation, execution, and control of the department's operating and capital fiscal budgets (Hjelte et al., 1972; Edginton et al., 1978; Kraus et al., 1981; Rodney et al., 1981).

Office Management.

"The office is a preparing, record-keeping, filing, and communicating centre. It handles many details and performs a multitude of tasks that help keep the flow of work moving and increase the overall efficiency of the organization" (Rodney et al., 1981, p. 360).

A municipal leisure services department must have established an operating structure, or office, where a coordinated effort can be undertaken to perform the work of the department. The performance of office tasks is a facilitating function which contributes to the overall provision of programs and services to the public. These specific tasks include establishing office procedures and routines, acquiring space, supplies, and equipment, developing information systems, the performing of inventories, and allocating time to prepare reports and attend meetings (Hjelte et al., 1972; Rodney et al., 1981). It also includes corresponding with other recreation personnel, holding staff meetings, scheduling staff holidays, reading about the latest developments in the field, scheduling or booking facilities, and administering recreation programs.

Planning. The administrative duty of planning involves the gathering and examination of information to determine a course of action

to meet pre-determined goals and objectives (Rodney et al., 1981). Specifically, the tasks in this study involve establishing goals, objectives, policies, joint-use agreements, and procedures, developing and updating the Master Plan, conducting community surveys and studies, administering department policies, organizing community-wide special events, organizing facility planning committees, and conducting feasibility studies. In essence, the specific tasks associated with the planning process are the "systematic collection, organization, and processing of information to facilitate decision-making" (Gold, 1980) in regards to the provision of leisure programs and services.

Public Relations. The Funk and Wagnal Dictionary defines public relations as

"The activities and techniques used by organizations and individuals to establish favourable attitudes and responses on their behalf on the part of the general public or of special groups" (1974, p. 1089).

The activities and techniques include meeting and assisting the general public and community groups, advertising and maintaining positive relations with the media, promoting citizen involvement in the provision of leisure programs and services, responding to citizen complaints, preparing information brochures, representing the department at community events and organizing public meetings.

Consulting with the Recreation Board and Executive Body. The Recreation Board, comprised of citizens appointed by the Executive Body, performs an advisory function for the Executive Body. The Recreation Board recommends policy to the Executive Body who retains decision-making authority in the determination of policy and the allocation of resources. While the Recreation Board may have no direct authority over

the senior administrator, the recreation staff work cooperatively with the Recreation Board and receive guidance, direction, and support for the endeavours of the municipal leisure services department. The specific tasks include developing policies with the recreation board and executive body, reviewing leisure services with the recreation board, presenting grant applications, meeting with the recreation board and executive body, and preparing the department fiscal budget with the recreation board.

Staffing. The administrative duty of staffing includes the specific tasks related to recruiting, supervising, training, and evaluating staff.

Specific Tasks

The individual specific tasks utilized in this study have been identified and described in this section. The task requirements of senior administrators have been examined as a method of determining the roles and role expectations of this position. Katz and Kahn (1978) support this method of describing role behavior of a specific position in their comment that

"Roles describe specific forms of behavior associated with given positions; they develop originally from task requirements." (p. 43)

Therefore a list of specific tasks was compiled to describe the position of senior administrator. Each specific task is described under a respective administrative duty.

Assessment. The six specific tasks utilized in this study to describe the assessment duty are:

Task #1: Compile attendance figures of department programs and facility use. (Compile attendance figures)

A senior administrator requires information on how the organization is progressing. This information may take the form of regular progress attendance reports. The recording of accurate attendance figures allows weekly, monthly, or seasonal comparisons, provides accurate revenue figures on which to base expected revenues and expenditures, and allows participation trends to be examined (Kraus, 1971; Rodney et al., 1981).

Task #2: Visit department-sponsored recreation programs. (Visit recreation programs)

Task #3: Tour parks and facilities.

"A control device that should not be overlooked is that of first-hand observation of programs being provided or inspection of services being provided. Actual perception of a situation provides an excellent opportunity to measure quality of performance" (Rodney et al., 1981; p. 58-59).

Task #4: Assess department policies.

The senior administrator and subordinate recreation staff are guided in the day-to-day operation of the department by policies, as established by the Recreation Board and Executive Body. Periodically these policies must be reviewed by those who deal with them to ensure that they are up-to-date or to propose changes as required.

Task #5: Assess departmental goals and objectives.

Goals and objectives established by the department provide direction, purpose, and a mission. Periodically these goals and objectives should be re-examined to ensure that resources

are in line with the level of programs and services provided (Rodney et al., 1981).

Task #6: Assess leisure services and programs provided by private agencies and entrepreneurs. (Assess leisure services provided by private agencies)

"Facilities and services provided by private agencies . . . and commercial recreation enterprises to meet leisure needs of the population should be carefully evaluated by the public recreation and parks agency . . . so that a proper relationship between private and public facilities may be established and duplication may be avoided" (Rodney et al., 1981, p. 326).

Budget Administration. The eleven specific tasks utilized in this study to describe the administrative duty of budget administration are:

Task #7: Develop specific budget performance objectives.

Budget performance objectives indicate the level of programs and services the department will accomplish with the amount of resources allotted. These objectives provide the decision-makers with sufficient information on which to determine the level of services and programs which can be afforded. If budget cuts are made the decision-makers are then aware of the programs or services being affected (Edginton et al., 1978).

Task #8: Estimate expected revenue.

Revenue sources for a municipal leisure services department are mainly dependent upon municipal taxes for operating. However, revenue may also be derived from fees and charges, federal and provincial grants, special municipal tax levies, gifts and donations, concessions, and special money-raising events. It is necessary for the senior administrator to be aware of sources and amount of funds when preparing the fiscal

budget proposal in order to offset operating costs (Rodney et al., 1981).

Task #9: Estimate and prepare the capital and operational budget. (Prepare capital and operational budget)

The preparation and accurate estimation of the department's fiscal budget is one of the most important tasks confronting the senior administrator (Rodney et al., 1981, p. 288). The budget is a financial plan which forecasts estimated income and expenditures. The budget document is a plan of action which determines the level of services and programs to be provided.

Task #10: Coordinate the preparation of the budget proposal.

The senior administrator may supervise subordinate supervisory personnel (e.g. Director of Parks, Recreation, or Facilities). The senior administrator may delegate the preparation of parts of the budget to the respective supervisory staff and then coordinate the process to develop the department budget proposal.

Task #11: Present the proposed budget to the Recreation Board and Executive Body.

It may be the responsibility of the senior administrator to present and explain the budget proposal to the Recreation Board and Executive Body. In this study the Recreation Boards were advisory, however their support for the document was required by the Executive Body. When presenting the budget to the Executive Body the Recreation Board chairman may accompany the senior administrator to offer support and explanation as well.

The main purpose of the budget presentation to the Executive Body is to summarize the contents and outline any major changes or new services being proposed (Edginton et al., 1978).

Task #12: Authorize operating expenditures.

Once the budget has been given approval by the Executive Body, the senior administrator has the responsibility of executing the budget. Authorizing the day-to-day operating expenditures by actual signature on invoices or purchase orders or approving all expenditures and recording all expenditures are ways the senior administrator can control the financial plan. (Hjelte et al., 1972).

Task #13: Authorize capital expenditures.

Capital expenditures include the acquisition of fixed asset items such as new buildings, land, re-modelling and renovations, and equipment purchases. The senior administrator may have the authority to purchase fixed asset items once initial approval for their expenditures has been given.

Task #14: Review departmental expenditures.

As a method of control, the senior administrators may review the expenditures incurred by the department. This review may assist the senior administrator to avoid over spending as well as to bring to his attention those programs and services which have not as yet been delivered (Edginton et al., 1978).

Task #15: Review departmental revenues.

Revenues offset the operating expenditures of the department.

If revenues are not as high as expected for any quarter, then future programs or services may be delayed, postponed, or cancelled to ensure that the budget is not over-spent. The decrease in revenues may also indicate that the fees and charges policy is inappropriate, there is inadequate advertising or promotion of programs, or there may be changing participation trends.

Task #16: Establish operating budget item priorities.

The budget proposal includes the operating and capital expenditure requests. In an effort to provide the Recreation Board and Executive Body with supporting information the senior administrator may assign priorities to the operating budget performance objectives and subsequent items. Should budget items require elimination, the lower priority items can be "cut" to ensure that essential services and programs are maintained.

Task #17: Establish capital budget item priorities.

Capital budget items may be financed by the municipality through current taxes, special assessments, or the issuance of bonds. The senior administrator may assign priorities to the capital item requests to aid the Executive Body in deciding the capital items which the municipality can afford (Rodney et al., 1981).

Office Management. The fourteen specific tasks included in this study to describe the administrative duty of office management are:

Task #18: Establish office routines and procedures.
(Establish office routines)

Office routines and procedures include maintaining accurate

record-keeping procedures (i.e. rules, regulations, policies, meeting minutes, Recreation Board business, etc.), maintaining records of the day-to-day operations, the establishment of specific office hours, facility scheduling and booking procedures, dealing with correspondence and visitors, and maintaining accurate financial records (Rodney et al., 1981).

Task #19: Order office supplies.

This specific task involves the acquisition of necessary office supplies and equipment including stationary, office equipment rental, repair, purchase, and telephone and radio communication equipment services.

Task #20: Maintain the filing system.

The senior administrator may be responsible for the storage and retrieval of information for future reference on the daily operation of the department (Hjelte et al., 1972).

Task #21: Perform inventories of supplies and equipment.
(Perform inventories)

Accurate records of the quality and quantity of supplies are necessary to determine costs, usage, and to discourage waste. Fixed assets or equipment such as desks, typewriters, vehicles, etc. require the documentation of serial numbers in case of loss (Rodney et al., 1981).

Task #22: Correspond with recreation personnel in other jurisdictions. (Correspond with other recreation personnel)

The senior administrator may consult recreation personnel in other municipal jurisdictions regarding policy, use of engineering, architectural, or landscaping consultants, innovative services or programs, or new facility developments.

Task #23: Hold departmental staff meetings. (Hold staff meetings)

The senior administrator may have staff meetings to discuss and share ideas, interpret and formulate policies, determine goals and objectives, or coordinate the completion of various department tasks (Edginton et al., 1978).

Task #24: Schedule staff holidays.

In an effort to ensure that essential staff are not all absent simultaneously or when manpower requirements are at their peak, the senior administrator may schedule staff holidays. This specific task addresses the deployment of staff and requires a coordinated effort to ensure that manpower requirements are met (Kraus et al., 1981).

Task #25: Read about the latest developments in the municipal recreation field (Read about latest developments).

To keep knowledgeable of the latest developments in the field, the senior administrator may read the professional literature or recent research reports. The senior administrator may be improving his knowledge in the best interest of the department and therefore some office time should be set aside (Rodney et al., 1981).

Task #26: Schedule or book facilities.

The senior administrator may be responsible for scheduling facilities to ensure that all community groups have access (eg. how the use of the arena is divided between Minor Hockey, Figure Skating Club, Commercial League, Schools, and Public Skating). The senior administrator may also be responsible for booking the facilities to community groups. Groups may

reserve facility space (eg. gymnasiums, meeting rooms) for exclusive use by completing booking and rental agreement forms. All scheduling and bookings would be placed on a master file to ensure double-bookings or other conflicts of use do not occur.

Task #27: Establish program registration procedures.

The senior administrator may determine the method by which the public can register for department-sponsored programs. This may include mailed-in registrations, in-person registrations, or registration days. The procedures would also dictate the methods of acceptable payment, the establishment of waiting lists, and refunds.

Task #28: Register participants into recreation programs.
(Register participants into programs)

The senior administrator may register the participants through the acceptance of payment, issuing receipts, contacting those on waiting lists.

Task #29: Survey space and facilities available for program use. (Survey space available for programs)

"As program needs are identified, it is important to survey all existing areas, buildings, and facilities to determine their adequacy and availability" (Rodney et al., 1981, p. 232).

Task #30: Organize recreation programs.

The recreation program is the means by which the department achieves its purpose of being. The recreation programs

"... are the end products of administration - the medium for the achievement of recreation objectives" (Rodney et al., 1981, p. 222).

Task #31: Contact recreation program instructors. (Contact program instructors)

The senior administrator may be responsible for advertising and contacting interested and qualified instructors and leaders, negotiating salaries, or determining the use of volunteers, and signing contracts for services.

Planning. The ten specific tasks included in this study to describe the administrative duty of planning are:

Task #32: Establish departmental long range goals and objectives. (Establish long range goals and objectives)

"The aims, objectives, and goals of the organization must be clearly identified and understood. . . not to know its purposes and objectives leads to misunderstandings and conflict and a lack of unity" (Rodney et al., 1981, p. 60).

Task #33: Develop departmental policies with department staff.

The senior administrator may develop policies to provide guidance and direction for subordinate staff in the day-to-day operation of the department. The proposed policy would be presented to the Recreation Board for input, information, approval and support before being presented to the Executive Body for approval and implementation.

Task #34: Administer departmental policies.

The administering of policies is interpreted to be a planning task because it provides a mechanism to evaluate and interpret them. By keeping policies current, the senior administrator is in a more favourable position to interpret the policies to guide the organization in the provision of department programs and services. The senior administrator may be responsible for

ensuring that department policy is followed by all staff.

Once established, the policies become guidelines for rules and regulations and may require interpretation. The final interpretation may rest with the senior administrator.

Rodney et al. (1981) felt that

"... policy execution is left to those professionals whose factual judgements and knowledge make it possible for them to perform the technical work needed in reaching the goals of the organization" (p. 134).

Task #35: Establish or review joint-use agreements with the Board of Education. (Establish/Review joint-use agreements)

"The working relationships between school and recreation authorities in the acquisition, use, development, or maintenance of their respective properties range from simple, informal arrangements to formal contracts. These agreements attempt to spell out and clarify the areas of responsibility of each public jurisdiction for providing the desired recreation service and thus eliminate those points of difference that might develop friction . . . Many communities, school districts, and counties have initiated formal working relationships or contractual agreements for joint requisition, development, and use of their respective properties" (Rodney et al., 1981, p. 187).

Task #36: Assist with the development of the department's 5 Year Master Plan. (Assist develop 5 Year Master Plan)

At the time of this study the Province of Alberta provided government grants to municipalities to contract consulting firms to prepare 5 Year Recreation Master Plans. The Master Plans are to provide municipalities with direction to facilitate planned growth and development. The senior

administrator may assist the consultants to obtain " . . . a detailed and accurate diagnosis of current activities and reliable information pertaining to projected growth . . ."

(Shivers, 1967, p. 387).

Task #37: Review or update the department's 5 Year Master Plan. (Review/update 5 Year Master Plan)

"Once completed the [Master] plan cannot remain static. It must continually be reviewed and changed as new information becomes available" (Rodney et al., 1981, p. 336).

Task #38: Conduct surveys to determine community recreational needs. (Conduct surveys)

"It is incumbent on the recreation and park administrator and the board to know the leisure-time needs and wishes of people . . . these needs and desires should provide the base in formulation of recreation policy and long-range improvement plan" (Rodney et al., 1981, p. 334-35).

A community survey to determine needs may provide this information.

Task #39: Organize community-wide special recreation events. (Organize community-wide special events)

Individual communities may host traditional, annual or special celebrations or festivities throughout the year. These may include rodeos, community picnics, winter carnivals, and cultural or athletic events. The senior administrator may chair the committee responsible for organizing these events.

Task #40: Organize and sit on recreation facility planning committee. (Organize recreation facility planning committee)

A special committee to study the need of constructing a new facility may be undertaken by a special ad hoc planning

committee comprised of department staff, Recreation Board members, lay citizens, special interest groups, and community service groups. The function of this committee is to make recommendations.

The advantages of such a committee include the development of a long range facility plan, citizen involvement, examination of specific community needs, and the representative involvement encourages support and focuses on community rather than individual needs (Rodney et al., 1981).

Task #41: Conduct studies to determine feasibility of building recreation facilities. (Conduct feasibility studies)

Once it has been determined that a new recreation facility is required, the senior administrator may wish to study the feasibility of constructing a new facility. The study may include an analysis of land costs, servicing costs, funding sources for capital construction, construction costs, and sources and availability of funding for operational costs. Feasibility studies may also be contracted to consultants whereby the senior administrator may assist in the provision of information.

Public Relations. The 10 specific tasks included in this study to describe the administrative duty of public relations are:

Task #42: Meet with community groups regarding department leisure service. (Meet with community groups)

The senior administrator may arrange or be requested to meet with community groups (including sports clubs, community service clubs) and facility-user groups to discuss their

respective recreational needs and facility use requirements (Shivers, 1967).

Task #43: Maintain regular office hours in order to be available to the public. (Maintain regular office hours)

The senior administrator may maintain definite office hours so that the public is aware when he is available to provide assistance or information (Rodney et al., 1981).

Task #44: Respond to citizen complaints regarding leisure services. (Respond to citizen complaints)

The senior administrator may personally deal with complaints made by citizens regarding department programs and services and then inform the complainant how the problem is to be rectified. It is important that complaints be dealt with expediently and professionally to maintain a positive relationship with the public.

Task #45: Assist community groups get organized to provide leisure services. (Assist community groups get organized)

Local neighbourhood groups, sports groups and clubs, or special interest groups may wish to become organized to form non-profit associations to provide a specific leisure program and be eligible for grants. To become an association, the group may require assistance to draw up by-laws, hold elections, learn rules of order to have organized meetings, and establish the goals and objectives of an association to give direction and state their purpose. Once established, the association would provide specific programs for their membership.

Task #46: Prepare information brochures of the department's leisure services. (Prepare information brochures)

Information brochures may take the form of program circulars or pamphlets, posters advertising events, executive summaries of reports, annual reports, and other printed material which inform the public of its programs and services (Hjelte et al., 1972).

Task #47: Write articles for the local newspaper regarding leisure services. (Write articles for newspaper)

Newspaper articles may be written by the senior administrator as a method of educating and informing the public. The articles may announce new policies or discuss the ramifications of proposed policy, summarize reports, discuss controversial issues, dedicate new facilities, or announce new programs and services.

Task #48: Represent the department at community events.

As the head of the department, the senior administrator may have to attend special community events such as fairs, sod-turning ceremonies and official opening ceremonies of recreation facilities, or introduce guest speakers at such events.

Task #49: Assist community groups with grant applications.

There are many provincial government grants (and municipal grants in some areas) available for community and special interest groups who require funding for new programs and equipment, expansion of services, professional staff salaries, and capital construction of facilities. To be eligible application forms must be completed and require the support of

the department, the Recreation Board and the Executive Body before provincial and local grant program administrators will accept the application. Therefore proper completion of the application is essential to improving the chances for obtaining the grant.

Task #50: Organize and chair public meetings regarding recreation matters. (Organize public meetings).

The senior administrator may organize public meetings to obtain citizen input regarding Master Plans, the development of new facilities or parks, discuss the results of local recreation studies, or to discuss policy proposals to obtain information from the public before obtaining final approval. The purpose of these meetings are to relay information to and receive information from the public.

Task #51: Solicit citizen participation to sit on leisure service committees.

The department, Recreation Board, or Executive Body may form special committees to study specific recreation matters (eg. the need for a new recreation facility; the implications of a policy; the development of a new park; planning major community events). The senior administrator may have the task of encouraging citizens to sit on these committees for information and involvement.

Consulting with the Recreation Board and Executive Body. The 7 specific tasks included in this study to describe the administrative duty of Recreation Board and Executive Body are:

Task #52: Develop department policies with Recreation Board. (Develop policies with Recreation Board)

The Recreation Board has a mandate to develop and propose

policy for the department. The senior administrator may be required to provide information, and discuss implications before it is presented to the Executive Body for approval.

Task #53: Propose policy to Recreation Board and Executive Body for approval and implementation. (Propose policy to Recreation Board and Executive Body.

The senior administrator and subordinate staff may develop policy to guide and give direction to the day-to-day operation of the department. The policy would be discussed with the Recreation Board for support before its presentation to the Executive Body for approval and implementation.

Task #54: Prepare written reports for the Recreation Board and Executive Body as requested. (Prepare written reports)

The senior administrator may be requested to submit weekly, monthly or annual reports or provide information regarding the development of policy.

Task #55: Review departmental leisure services with the Recreation Board. (Review leisure services with Recreation Board)

The Recreation Board may have a mandate to review the programs and services to ensure that the level of service is consistent with departmental goals and objectives, budget performance objectives, and policy.

Task #56: Present grant application for approval.

To be eligible for provincial and federal grants, the department must seek the approval of the Recreation Board and Executive body before being sent to the granting agency.

Municipalities in the Province of Alberta are eligible to apply for the following grants - Project Co-op; Major Culture

and Recreation Facilities Grant (M.C.R.); Alberta Culture Subsidy for the Performing Arts; Alberta Advanced Education and Manpower Grants; Recreation Work Experience Program (R.W.E.P.); and the federal government New Employment Experience Development Program (N.E.E.D.).

Task #57: Meet with Recreation Board and Executive Body.

The senior administrator may be required to meet with the Recreation Board and Executive Body to discuss policy proposals, reports, budgeting, or basic department matters. These may include regularly scheduled meetings or special meetings.

Task #58: Prepare the department's operating and capital budget with the Recreation Board. (Prepare budget with Recreation Board)

The senior administrator may prepare the budget proposal with the Recreation Board to get their support for the document through input, direction, and advice during the entirety of the budget process.

Staffing. The 25 specific tasks included in this study to describe the administrative duty of staffing are:

Task #59 to #68: The senior administrator may interview and hire (recruit) people for the following positions (subject to the existence of the position in the department). - Assistant Senior Administrator, Director of Recreation, Director of Parks, Director of Facilities, Aquatics Supervisor, Operations and Maintenance Supervisor (responsible for supervising the daily operation and maintenance of parks and facilities), Program Coordinator (responsible for organizing recreation

programs), Facility Maintenance Staff, Parks Maintenance Staff, and Clerical Staff.

Task #69 to #77: The senior administrator may directly supervise the following positions (subject to the existence of the position in the department) - Assistant Senior Administrator, Director of Recreation, Director of Facilities, Director of Parks, Aquatic Supervisor, Operations and Maintenance Supervisor, Program Coordinator, Maintenance Staff and Clerical Staff.

Task #78 to #80: Train full-time supervisory staff, non-supervisory staff, and clerical staff.

Training department staff may involve approving funds to attend courses and workshops or it may involve organizing in-service training programs for staff with similar responsibilities and skills.

Tasks #81 to #83: Evaluate full-time supervisory staff, non-supervisory staff, and clerical staff.

The senior administrator may evaluate staff through the use of performance appraisals to determine the quality of work performed and the ability of staff. Performance evaluations are usually performed by respective supervisors.

Summary

The 83 specific tasks have been categorized under seven administrative duties. The assessment duty consists of six specific tasks, the budget administration duty consists of eleven, the office management duty consists of fourteen, the planning duty consists of ten, the public relations duty consists of ten, consulting with the the

recreation board and executive body duty consists of seven, and the staffing duty consists of 25 specific tasks.

This chapter has defined the administrative duties and their respective specific tasks. The next chapter attempts to answer the second main problem of this study, namely to describe the specific task performance of the senior administrators.

Chapter 5

Findings and Discussion: Specific Task Performance

This chapter addresses one of the main problems of the study. Whereas the previous chapter identified and described the 83 specific tasks, this chapter reports the actual number and percentage of senior administrators who have personally performed each specific task. This chapter also addresses the following sub-problem:

How did the specific task performance of the subjects compare with those suggested by selected writers in the recreation literature?

The comparisons are discussed following the reporting of the data for each of the administrative duties.

Assessment Tasks

The specific tasks describing the administrative duty of assessment include the examination of department goals and objectives, policies, attendance figures, programs offered by other agencies, and observing programs and services. Table 8 (p. 78) shows the frequencies and percentages of the six specific tasks performed and delegated by the senior administrators.

Task #1: Compile attendance figures. This task was conducted in all 17 of the departments and was performed by 29.4% (5) of the subjects. However this task was more often delegated 70.6% (12) to a subordinate.

Task #2: Visit recreation programs. This task was conducted in 16 of the departments and was performed by 52.9% (9) of the subjects and

Table 8

Assessment Duty: Specific Tasks Performed
and Delegated by Number of Subjects and Percentage
Ordered by Rank
(N = 17)

Task		Performed		Delegated	
		n	%	n	%
#3	Tour parks and facilities	17	100	-	-
#4	Assess departmental policies	13	76.5	1	5.9
#5	Assess departmental goals and objectives	12	70.6	1	5.9
#6	Assess leisure services provided by private agencies	10	58.8	3	17.6
#2	Visit recreation programs	9	52.9	7	41.2
#1	Compile attendance figures	5	29.4	12	70.6

delegated by 41.2% (7) of them.

Task #3: Tour parks and facilities. This task was conducted in 17 of the departments and was performed by 100% (17) of the subjects.

Task #4: Assess departmental policies. Of the 14 departments having policies to assess, 76.5% (13) of the senior administrators performed this task. Three of the departments had no policies.

Task #5: Assess departmental goals and objectives. This task was conducted in 13 of the departments and was performed by 70.6% (12) of the senior administrators. Four of the departments had no formal goals and objectives.

Task #6: Assess leisure services provided by private agencies.

This task was conducted in 13 of the departments and was performed by 58.8% (10) of the subjects. Four of the senior administrators did not perform this task.

Discussion. The recreation literature suggested that the senior administrator is responsible for assessing recreational programs and services to determine if departmental goals and objectives are being met.

The majority of senior administrators performed the assessment tasks, with the exception of compiling attendance figures (Task #1). Table 8 (p. 78) shows that the specific tasks performed the most often were touring parks and facilities, assessing departmental policies, and assessing departmental goals and objectives.

The compilation of attendance figures was performed by the least number of senior administrators. This task was delegated to subordinate staff by 70.6% of the subjects. It is suggested that the senior administrators review the facility use and program attendance summaries rather than count the number of participants. This task is perhaps better performed by subordinate staff who actually supervise the program and facilities.

The actual visiting of recreation programs was performed by 52.9% of the senior administrators. While this task was delegated to subordinate staff by 41.2% of the subjects, one department did not provide any recreation programs. According to the recreation literature recreation programs are the reason for the department's existence. In this case, the town recreation and parks department was responsible for parks and open space planning and maintenance and the maintenance of an

indoor ice arena. An agreement between the town and the regional recreation department allowed town residents to enroll in the regional department's recreation programs.

The touring of parks and facilities by 100% of the senior administrators permitted them to perform on-site inspections. It is suggested that the maintenance of parks and facilities is an easily identifiable responsibility of the department and, is therefore, always open to public criticism if adequate maintenance procedures are not followed. This may be the reason for the senior administrators personally performing this task.

Basically, the senior administrators performed the assessment tasks suggested in the recreation literature. The majority of senior administrators visited programs, toured parks and facilities, assessed departmental goals and objectives, assessed the leisure services provided by private agencies, and assessed departmental policies.

Budget Administration Tasks

The specific tasks describing the administrative duty of budget administration address the preparation, execution, control of the department's operating and capital budgets. The budget represents the financial plan and therefore is the means by which programs and services are provided. Table 9 (p. 81) shows the frequencies and percentages of the 11 specific tasks performed and delegated by the senior administrators.

Task #7: Develop specific budget performance objectives. This task was performed by 76.5% (13) of the senior administrators. Four senior administrators delegated this task to subordinate staff.

Table 9

Budget Administration Duty: Specific Tasks Performed
and Delegated by Number of Subjects and Percentage
Ordered by Rank
(N = 17)

Task		Performed		Delegated	
		n	%	n	%
#10	Coordinate the preparation of the budget proposal	17	100	-	-
#11	Present the budget proposal to Recreation Board and Executive	17	100	-	-
#15	Review departmental revenues	17	100	-	-
#16	Establish operating budget item priorities	17	100	-	-
#17	Establish capital budget item priorities	17	100	-	-
#12	Authorize operating expenditures	15	88.2	2	11.8
#14	Review departmental expenditures	15	88.2	1	5.9
#8	Estimate expected revenues	14	82.4	3	17.6
#9	Prepare capital and operational budget	14	82.4	3	17.6
#13	Authorize capital expenditures	14	82.4	2	11.8
#7	Develop specific budget performance objectives	13	76.5	4	23.5

Task #8: Estimate expected revenues. This task was performed by 82.4% (14) of the senior administrators. Three senior administrators delegated this task to subordinate staff.

Task #9: Prepare capital and operational budgets. This task was performed by 82.4% (14) of the senior administrators. Three senior administrators delegated this task to subordinate staff.

Task #10: Coordinate the preparation of the budget proposal. This task was performed by 100% (17) of the senior administrators.

Task #11: Present the budget proposal to the Recreation Board and Executive Body. This task was performed by 100% (17) of the senior administrators.

Task #12: Authorize operating expenditures. This task was performed by 88.2% (15) of the senior administrators. Two senior administrators delegated this task to subordinate staff.

Task #13: Authorize capital expenditures. This task was conducted in 16 departments and was performed by 82.4% (14) of the senior administrators. Two senior administrators delegated this task to subordinate staff and one senior administrator neither performed nor delegated this task.

Task #14: Review departmental expenditures. This task was conducted in 16 departments and was performed by 88.2% (15) of the senior administrators. One senior administrator delegated this task to subordinate staff and one senior administrator neither performed nor delegated this task.

Task #15: Review departmental revenues. This task was performed by 100% (17) of the senior administrators.

Task #16: Establish operating budget item priorities. This task was performed by 100% (17) of the senior administrators.

Task #17: Establish capital budget item priorities. This task was performed by 100% (17) of the senior administrators.

Discussion. The eleven budget administration tasks were performed by the majority of the senior administrators.

The senior administrators performed the tasks related to the preparation of the budget. The majority of senior administrators coordinated the preparation of the budget proposal, established operating and capital budget item priorities, estimated expected revenues, developed specific budget performance objectives, prepared the capital and operational budgets, and presented the budget proposal to the recreation board and executive body.

The majority of senior administrators also performed the tasks related to the execution and control of the budget. This included authorizing operating and capital expenditures, and reviewing departmental revenues and expenditures.

Between 76% and 100% of the senior administrators performed the eleven budget administration tasks. There were two tasks which were both not performed by one senior administrator or delegated to subordinate staff. These were reviewing departmental revenues and authorizing capital expenditures.

The senior administrator who neither performed nor delegated the authorization of capital expenditures was not given the authority by the executive body. This appeared to be a matter of town policy rather than a lack of trust of the senior administrator's ability. The senior administrator suggested that the executive body did not provide the

department with sufficient funds, therefore there were very few expenditures which would necessitate a formal review.

A high percentage of senior administrators performed the budget administration tasks as outlined in the recreation literature. While each department has distinct policies and procedures, the majority of senior administrators prepared, executed and controlled their department's fiscal budget.

Office Management Tasks

The specific tasks describing the administrative duty of office management include establishing office routines, developing information systems, controlling equipment and supplies, dealing with correspondence, allocating time to prepare reports and attend meetings and administering programs. Table 10 (p. 85) shows the frequencies and percentages of the fourteen tasks performed and delegated by the senior administrators.

Task #18: Establish office routines. This task was conducted in 16 of the departments and was performed by 76.5% (13) of the senior administrators. Three senior administrators delegated this task to subordinate staff and one senior administrator did not perform this task at all.

Task #19: Order office supplies. This task was conducted in all 17 of the departments and was performed by 17.6% (3) of the senior administrators. Fourteen senior administrators delegated this task to subordinate staff, usually the department secretary.

Task #20: Maintain filing system. This task was conducted in all 17 of the departments and was performed by 23.5% (4) of the senior

Table 10

Office Management Duty: Specific Tasks Performed
and Delegated by Number of Subjects
and Percentage Ordered By Rank
(N = 17)

	Task	Performed		Delegated	
		n	%	n	%
#22	Correspond with other recreation personnel	17	100	-	-
#25	Read about latest developments	16	94.1	1	5.9
#24	Schedule staff holidays	15	88.2	2	11.8
#23	Hold staff meetings	14	82.4	-	-
#18	Establish office routines	13	76.5	3	17.6
#29	Survey space available for programs	9	52.9	8	47.1
#26	Schedule or book facilities	8	47.1	9	52.9
#27	Establish program registration procedures	5	29.4	11	64.7
#30	Organize recreation programs	5	29.4	11	64.7
#20	Maintain filing system	4	23.5	13	76.5
#21	Perform inventories	4	23.5	12	70.6
#28	Register participants into programs	4	23.5	12	70.6
#19	Order office supplies	3	17.6	14	82.4
#31	Contact program instructors	3	17.6	13	76.5

administrators. Thirteen senior administrators delegated this task to the department secretary.

Task #21: Perform inventories. This task was conducted in 16 of the departments and was performed by 23.5% (4) of the senior administrators. Twelve senior administrators delegated this task to subordinate staff and one senior administrator performed no inventories at all.

Task #22: Correspond with other recreation personnel. This task was performed by 100% (17) of the senior administrators.

Task #23: Hold staff meetings. This task was conducted in 14 departments and all 14 (82.4%) senior administrators performed this task. There were three departments in this study which consisted of only the senior administrator (not including clerical staff).

Task 24: Schedule staff holidays. This task was conducted by all 17 of the departments and was performed by 88.2% (15) of the senior administrators. Two senior administrators delegated this task to subordinate staff.

Task 25: Read about latest developments. This task was conducted in all 17 of the departments and was performed by 94.1% (16) of the senior administrators. One senior administrator delegated this task to subordinate staff.

Task #26: Schedule or book facilities. This task was conducted in all 17 of the departments and was performed by 47.1% (8) of the senior administrators. Nine senior administrators delegated this task to subordinate staff.

Task #27: Establish program registration procedures. This task was conducted in 16 departments and was performed by 29.4% (5) of the

senior administrators. Eleven senior administrators delegated this task to subordinate staff and one senior administrator did no programming at all.

Task #28: Register participants into programs. This task was conducted in 16 departments and was performed by 23.5% (4) of the senior administrators. Twelve senior administrators delegated this task to subordinate staff. One senior administrator did not offer any recreation programs.

Task #29: Survey space available for programs. This task was conducted in all 17 of the departments and was performed by 52.9% (9) of the senior administrators. Eight senior administrators delegated this to subordinate staff.

Task #30: Organize recreation programs. This task was conducted in 16 departments and was performed by 29.4% (5) of the senior administrators. Eleven senior administrators delegated this task to subordinate staff and one senior administrator offered no recreation programs.

Task #31: Contact program instructors. This task was conducted in 16 departments and was performed by 17.6% (3) of the senior administrators. Thirteen senior administrators delegated this task to subordinate staff. One senior administrator offered no recreation programs.

Discussion. The recreation literature suggested that the senior administrator is responsible for establishing office routines, meeting with department staff, reading about the latest developments in the field, maintaining the filing system, and administering the recreation programs.

In the study, a majority of senior administrators corresponded with recreation personnel in other jurisdictions (100%), read about the latest developments in the field (94.1%), scheduled staff holidays (88.2%), held staff meetings (82.4%), established office routines (76.5%) and surveyed facility space available for programs (52.9%).

The majority of tasks (57.2%) were delegated to subordinate staff by a majority of senior administrators. These included scheduling or booking facilities (52.9%), establishing program registration procedures (64.7%), organizing recreation programs (64.7%), registering participants into programs (70.6%), maintaining the filing system (76.5%), performing inventories (70.6%), ordering office supplies (82.4%), and contacting program instructors (76.5%).

Those tasks which the recreation literature suggested should be performed but which the majority did not perform were maintaining the filing system, performing inventories, and administering the recreation programs (ie. establishing program registration procedures; registering participants into programs; contacting program instructors; organizing recreation programs).

Planning Tasks.

The specific tasks describing the administrative duty of planning include the establishment of goals, objectives, policies, and agreements, developing the Master Plan, and conducting surveys and studies. Table 11 (p. 89) shows the frequencies and percentages of the ten specific tasks performed and delegated by the senior administrators.

Task #32: Establish long range goals and objectives. This task was performed by 100% (17) of the senior administrators.

Table 11

Planning Duty: Specific Tasks Performed
and Delegated by Number of Subjects
and Percentage Ordered By Rank
(N = 17)

	Task	Performed		Delegated	
		n	%	n	%
#32	Establish long range goals and objectives	17	100	-	-
#33	Develop policies	16	94.1	-	-
#35	Establish/review joint-use agreements	16	94.1	1	5.9
#36	Assist develop 5 Year Master Plan	16	94.1	1	5.9
#41	Conduct feasibility studies	15	88.2	1	5.9
#37	Review/update 5 Year Master Plan	14	82.4	2	11.8
#34	Administer policies	13	76.5	2	11.8
#40	Organize recreation facility planning committee	13	76.5	3	17.6
#38	Conduct surveys	12	70.6	5	29.4
#39	Organize community-wide special events	12	70.6	3	17.6

Task #33: Develop policies. This task was conducted in 16 of the departments and was performed by 94.1% (16) of the senior administrators. One senior administrator did not develop departmental policies at all.

Task #34: Administer policies. This task was conducted in 15 of the departments and was performed by 76.5% (13) of the senior administrators. Two senior administrators delegated this task to subordinate staff and one senior administrator did not administer policies.

Task #35: Establish/review joint-use agreements. This task was conducted in all 17 of the departments and was performed by 94.1% (16) of the senior administrators. One senior administrator delegated this task to subordinate staff.

Task #36: Assist develop 5 Year Master Plan. This task was conducted in all 17 of the departments and was performed by 94.1% (16) of the senior administrators. One senior administrator delegated this task to subordinate staff.

Task #37: Review/update 5 Year Master Plan. This task was conducted in 16 departments and was performed by 82.4% (14) of the senior administrators. Two senior administrators delegated this task to subordinate staff. One senior administrator had not updated the Master Plan.

Task #38: Conduct surveys. This task was conducted in all 17 of the departments and was performed by 70.6% (12) of the senior administrators. Five senior administrators delegated this task to subordinate staff.

Task #39: Organize community-wide special events. This task was conducted in 15 departments and was performed by 70.6% (12) of the senior administrators. Three senior administrators delegated this task to subordinate staff. Two senior administrators had not organized community-wide special events.

Task #40: Organize recreation facility planning committee. This task was conducted in 16 departments and was performed by 76.5% (13) of the senior administrators. This task was delegated to subordinate staff by 3 senior administrators.

Task #41: Conduct feasibility studies. This task was conducted in 16 departments and was performed by 88.2% (15) of the senior administrators. One senior administrator had not conducted feasibility studies.

Discussion. The recreation literature suggested that the senior administrator is responsible for determining present and future programs, service, and facility needs, performing studies and surveys, and meeting with community agencies to develop agreements.

In this study, the senior administrators performed the tasks suggested by the recreation literature. A majority (70.6% to 100%) of senior administrators performed each of the ten tasks. These tasks dealt with developing goals and objectives, developing policies and agreements, assisting with the Master Plan, planning new facilities, surveying and studying community needs, and planning major recreation events.

Public Relations Tasks

The specific tasks describing the administrative duty of public relations include assisting community groups, resolving citizen complaints, preparing information brochures, and involving citizens on committees. Table 12 (p. 92) shows the frequencies and percentages of the ten specific tasks performed and delegated by the senior administrators.

Task #42: Meet with community groups. This task was conducted in all 17 of the departments and was performed by 94.1% (16) of the senior administrators. One senior administrator delegated this task to subordinate staff.

Table 12

Public Relations Duty: Specific Tasks Performed and
Delegated by Number of Subjects
and Percentage Ordered By Rank
(N = 17)

Task	Performed		Delegated	
	n	%	n	%
#42 Meet with community groups	16	94.1	1	5.9
#43 Maintain regular office hours	16	94.1	1	5.9
#44 Respond to citizen complaints	16	94.1	1	5.9
#48 Represent the department at community events	16	94.1	1	5.9
#50 Organize public meetings	15	88.2	1	5.9
#45 Assist community groups get organized	14	82.4	1	5.9
#49 Assist community groups with grant applications	13	76.5	4	23.5
#47 Write articles for local newspaper	10	58.8	7	41.2
#51 Solicit citizen participation to sit on committees	10	58.8	5	29.4
#46 Prepare information brochures	7	41.2	9	52.9

Task #43: Maintain regular office hours. This task was conducted in all 17 of the departments and was performed by 94.1% (16) of the senior administrators. One senior administrator delegated this task to subordinate staff.

Task #44: Respond to citizen complaints. This task was conducted in all 17 departments and was performed by 94.1% (16) of the senior administrators. One senior administrator delegated this task to subordinate staff.

Task #45: Assist community groups get organized. This task was conducted in 15 of the departments and was performed by 82.4% (14) of the senior administrators. One senior administrator delegated this task to subordinate staff. Two senior administrators did not assist community groups get organized.

Task #46: Prepare information brochures. This task was conducted in 16 of the departments and was performed by 41.2% (7) of the senior administrators. Nine senior administrators delegated this task to subordinate staff. There was one department which did not prepare information brochures.

Task #47: Write articles for local newspaper. This task was conducted in all 17 of the departments and was performed by 58.8% (10) of the senior administrators. Seven senior administrators delegated this task to subordinate staff.

Task #48: Represent the department at community events. This task was conducted in all 17 of the departments and was performed by 94.1% (16) of the senior administrators. One senior administrator delegated this task to subordinate staff.

Task #49: Assist community groups with grant applications. This task was conducted in all 17 of the departments and was performed by 76.5% (13) of the senior administrators. Four senior administrators delegated this task to subordinate staff.

Task #50: Organize public meetings. This task was conducted in 16 of the departments and was performed by 88.2% (15) of the senior administrators. One senior administrator delegated this task to subordinate staff. One senior administrator did not organize public meetings.

Task #51: Solicit citizen participation to sit on committees. This task was conducted in 15 of the departments and was performed by 58.8% (10) of the senior administrators. This task was delegated to subordinate staff by 5 senior administrators. Two senior administrators did not perform this task.

Discussion. The recreation literature suggested that the senior administrator is responsible for developing positive working relationships with community agencies, informing the public of programs and services, assisting community groups and meeting with them to discuss their needs, and involving citizens to determine program needs and areas and facility requirements.

A majority (58.8% to 94.1%) of senior administrators performed each of the specific tasks. The one exception was the preparation of information brochures (Task #46). The senior administrators performed most of the tasks as suggested by the recreation literature. The senior administrators met with community groups to help them organize and complete grant applications. They also maintained regular office hours, responded to citizen complaints, represented the department at community

events, organized public meetings, wrote articles for the local newspaper, and solicited citizens to sit on committees.

Nine (52.9%) senior administrators delegated the preparing of information brochures to the Program Coordinator. The senior administrators felt that the majority of information dealt with programs. Therefore, this task was delegated. Of the seven senior administrators who personally performed this task, six subjects did not have a Program Coordinator and one subject prepared information brochures personally, rather than delegating this task. There was one senior administrator who indicated that his department did not perform this task at all. This was the same department which did not provide any recreation programs.

Recreation Board and Executive Body Tasks.

The specific tasks describing the administrative duty of Recreation Board and Executive Body includes developing programs, budgets and policies with the board, presenting policy, budget, and grant applications to the Executive Body, and attending meetings. Table 13 (p. 96) shows the frequencies and percentages of specific tasks performed and delegated by the senior administrators.

Task #52: Develop policies with Recreation Board. This task was conducted in 16 departments and was performed by 94.1% (16) of the senior administrators. One senior administrator did not develop departmental policies with the Recreation Board.

Task #53: Propose policy to Recreation Board and Executive Body. This task was conducted in 16 departments and was performed by 94.1% (16) of the senior administrators. One senior administrator had not

Table 13

Consulting with the Recreation Board and Executive Body Duty:
 Specific Tasks Performed and Delegated by
 Number of Subjects and Percentage Ordered By Rank
 (N = 17)

Task	Performed		Delegated	
	n	%	n	%
#54 Prepare written reports	17	100	-	-
#57 Meet with Recreation Board and Executive Body	17	100	-	-
#52 Develop policies with Recreation Board	16	94.1	-	-
#53 Propose policy to Recreation Board and Executive Body	16	94.1	-	-
#55 Review leisure services with Recreation Board	16	94.1	-	-
#56 Present grant applications for approval	15	88.2	1	5.9
#58 Prepare budget with Recreation Board	11	64.7	1	5.9

proposed any departmental policies to the Recreation Board or Executive Body.

Task #54: Prepare written reports. This task was performed by 100% (17) of the senior administrators.

Task #55: Review leisure services with Recreation Board. This task was conducted in 16 departments and was performed by 94.1% (16) of the senior administrators. One senior administrator had not reviewed

leisure services with the Recreation Board.

Task #56: Present grant application for approval. This task was conducted in 16 departments and was performed by 88.2% (15) of the senior administrators. One senior administrator delegated this task to subordinate staff and one had not performed this task at all.

Task 57: Meet with Recreation Board and Executive Body. This task was performed by 100% (17) of the senior administrators.

Task 58: Prepare budget with Recreation Board. This task was conducted in 12 departments and was performed by 64.7% (11) of the senior administrators. One senior administrator delegated this task to subordinate staff. There were 5 senior administrators who did not prepare their budget with the Recreation Board.

Discussion. Between 64.7% and 100% of the senior administrators performed each of the recreation board and executive body tasks. The senior administrators prepared written reports, met with the recreation board and executive body, developed departmental policies with the recreation board, reviewed programs and services with the recreation board, and presented grant applications for approval.

There were five senior administrators who neither performed nor delegated the task of preparing the department budget with the recreation board. Once the budget proposal was prepared these senior administrators presented it to the recreation board for information and answered any questions the board members may have had. Changes were made to the budget proposal if the senior administrator agreed to them. The budget proposal was then presented by the senior administrator to the Executive Body.

The recreation literature suggested that a separate or independent board (Lutzin et al., 1973) has total policy-making and decision-making authority for the determination of the recreation and parks fiscal budget (Kraus et al., 1981). On the other hand, an advisory board can only give advice and make recommendations. It is suggested that the degree of involvement of an advisory recreation board may be determined by the interests and abilities of the board chairman and its members. The five recreation boards not involved with the recreation budget may have lacked interest or the senior administrators chose not to involve them until the budget proposal was completed.

Staffing Tasks

The specific tasks describing the administrative duty of staffing includes the recruitment, supervision, training, and evaluation of full-time supervisory and non-supervisory personnel. Table 14 (p. 99) shows the frequencies and percentages of the 25 specific tasks performed and delegated by the senior administrators.

Task #59: Recruit Assistant Senior Administrator. This position existed in one department and this task was performed by the senior administrator of that department.

Task #60: Recruit Recreation Director. This position existed in 8 (47.1%) departments and was recruited by the 8 senior administrators of those departments.

Task #61: Recruit Facility Director. This position existed in 9 (52.9%) departments and was recruited by the 9 senior administrators of those departments.

Task #62: Recruit Parks Director. This position existed in 7

Table 14

Staffing Duty: Specific Tasks Performed and
Delegated by Number of Subjects and Percentage Ordered By Rank
(N = 17)

Task		Performed		Delegated	
		n	%	n	%
#68	Recruit Clerical Staff	12	70.6	2	11.8
#77	Supervise Clerical Staff	11	64.7	3	17.6
#81	Evaluate Full-Time Supervisory Staff	11	64.7	-	-
#78	Train Full-Time Supervisory Staff	10	58.8	1	5.9
#61	Recruit Facility Director	9	52.9	-	-
#71	Supervise Facility Director	9	52.9	-	-
#70	Supervise Recreation Director	8	47.1	-	-
#60	Recruit Recreation Director	8	47.1	-	-
#62	Recruit Parks Director	7	41.2	-	-
#72	Supervise Parks Director	7	41.2	-	-
#63	Recruit Aquatic Supervisor	6	35.3	1	5.9
#66	Recruit Facility Maintenance Staff	6	35.3	6	35.3
#83	Evaluate Clerical Staff	6	35.3	2	11.8
#76	Supervise Facility Maintenance Staff	5	29.4	7	41.2
#80	Train Clerical Staff	5	29.4	5	29.4
#82	Evaluate Non-Supervisory Staff	5	29.4	7	41.2
#65	Recruit Program Coordinator	4	23.5	6	35.3

Table 14 (Continued)

Task		Performed		Delegated	
		n	%	n	%
#73	Supervise Aquatics Supervisor	4	23.5	3	17.6
#75	Supervise Program Coordinator	4	23.5	6	35.3
#67	Recruit Parks Maintenance Staff	3	17.6	6	35.3
#79	Train non-supervisory staff	3	17.6	9	52.9
#64	Recruit Operations and Maintenance Supervisor	2	11.8	-	-
#74	Supervise Operations and Maintenance Supervisor	2	11.8	-	-
#59	Recruit Assistant Senior Administrator	1	5.9	-	-
#69	Supervise Assistant Senior Administrator	1	5.9	-	-

(41.2%) departments and was recruited by the 7 senior administrators of those departments.

Task #63: Recruit Aquatics Supervisor. This position existed in 7 (41.2%) departments and was recruited by 6 (35.3%) of the senior administrators of those departments. One senior administrator delegated this task to the Facility Director.

Task #64: Recruit Operations and Maintenance Supervisor. This position existed in 2 (11.8%) departments and was recruited by the 2 senior administrators of those departments.

Task #65: Recruit Program Coordinator. There were 10 departments with Program Coordinators. This position was recruited by 23.5% (4) of the senior administrators of these departments. Six senior administrators delegated this task to the Recreation Director.

Task #66: Recruit Facility Maintenance Staff. There were 12 departments with these positions and these were recruited by 35.3% (6) of the senior administrators. Six senior administrators delegated this task to the Facility Director.

Task #67: Recruit Parks Maintenance Staff. There were 9 departments with these positions and these were recruited by 17.6% (3) of the senior administrators. Six senior administrators delegated this task to the Parks Director.

Task #68: Recruit Clerical Staff. There were 14 departments with clerical staff and these were recruited by 70.6% (12) of the senior administrators. The two senior administrators delegated this task to the Assistant Senior Administrator and the Recreation Director, respectively.

Task #69: Supervise Assistant Senior Administrator. The 1 (5.9%) position in this study was supervised by the senior administrator of that department.

Task #70: Supervise Recreation Director. The 8 (47.1%) departments which had these positions were supervised by the senior administrators of those departments.

Task #71: Supervise Facility Director. The 9 (52.9%) Facility Directors in those departments which had these positions were supervised by the senior administrators.

Task #72: Supervise Parks Director. The 7 (41.2%) Parks Directors

in those departments which had these positions were supervised by the senior administrators.

Task #73: Supervise Aquatics Supervisor. Four (23.5%) senior administrators supervised this staff position. Three senior administrators delegated this task to the Facility Director.

Task #74: Supervise Operations and Maintenance Supervisor. The 2 (11.8%) departments which had these positions were supervised by the senior administrator of those departments.

Task #75: Supervise Program Coordinator. Four (23.5%) senior administrators supervised this position. Three senior administrators delegated this task to the Facility Director.

Task #76: Supervise Facility Maintenance Staff. These positions were supervised by 29.4% (5) of the senior administrators. Seven senior administrators delegated this task to the Facility Director.

Task #77: Supervise Clerical Staff. These positions were supervised by 64.7% (11) of the senior administrators. Three senior administrators delegated this task to the Assistant Senior Administrator and to Recreation Directors.

Task #78: Train full-time supervisory staff. This task was conducted in 11 departments and was performed by 58.8% (11) of the senior administrators. Six departments did not have full-time supervisory staff other than the senior administrator.

Task #79: Train non-supervisory staff. This task was conducted in 12 departments and was performed by 17.6% (3) of the senior administrators. Nine senior administrators delegated this task to supervisory staff. There were 5 senior administrators who provided no training for full-time non-supervisory staff.

Task #80: Train clerical staff. This task was conducted in 10 departments and was performed by 29.4% (5) of the senior administrators. Five senior administrators delegated this task to supervisory staff. Four of the fourteen senior administrators who had clerical staff did not provide any training.

Task #81: Evaluate full-time supervisory staff. This task was conducted in 11 departments by the senior administrators (64.7%) of these respective departments. Six departments had no full-time supervisory staff.

Task #82: Evaluate non-supervisory staff. This task was conducted in 12 departments and was performed by 19.4% (5) of the senior administrators. Seven senior administrators delegated this task to appropriate supervisory staff. Five senior administrators did not evaluate full-time non-supervisory staff.

Task #83: Evaluate clerical staff. This task was conducted in 8 departments and was performed by 35.3% (6) of the senior administrators. Two senior administrators delegated this task to the Assistant Senior Administrator and Recreation Director, respectively. Six of the fourteen senior administrators who had clerical staff did not evaluate the work performance of their clerical staff.

Discussion. Those senior administrator who had full-time supervisory positions such as Directors of Recreation, Parks, and Facilities, Supervisor of Aquatics, Supervisor of Operations and Maintenance and clerical positions reporting to them performed the recruitment, supervision, training, and evaluation tasks of these staff.

The recruitment, supervision, training, and evaluation of non-supervisory staff such as a Program Coordinator or Maintenance Staff

were performed by the senior administrators only if they had no supervisory staff who could perform these tasks. Otherwise these tasks were performed by the supervisory staff to whom the non-supervisory staff was directly responsible.

The senior administrators essentially followed the chain of commands when performing the staffing tasks.

Clerical staff were recruited, and supervised by a majority of the senior administrators. However, only 58.8% of the senior administrators provided training and 47.1% evaluated this position. This may suggest that some senior administrators have a narrow view of staff development which excludes the training and evaluation of clerical staff.

With the exception of the tasks relating to the clerical staff, the seven administrators are responsible for the recruitment, supervision, training, and evaluation of full-time supervisory and non-supervisory staff.

Summary

Greater than 50% of the senior administrators performed 54 of the specific tasks. In terms of the specific tasks describing each administrative duty at least 51% of the subjects performed 100% of the budget administration, planning, and recreation board and executive body tasks, 90% of the public relations tasks, 83.3% of the assessment tasks, 42.8% of the office management tasks, and 24% of the staffing tasks.

The 29 specific tasks which were performed by less than 50% of the senior administrators included the following:

- order office supplies (17.6%)
- contact program instructors (17.6%)
- maintain filing system (23.5%)

- perform inventories (23.5%)
- register participants into programs (23.5%)
- compile attendance figures (29.4%)
- establish program registration procedures (29.4%)
- organize recreation programs (29.4%)
- prepare information brochures (41.2%)

This indicates that a majority of the senior administrators did not perform various office management tasks and those tasks related to the administration of recreation programs.

As well, only 24% (6/25) of the staffing tasks were performed by greater than 50% of the senior administrators. These tasks included:

- recruit clerical staff (70.6%)
- supervise clerical staff (64.7%)
- evaluate full-time supervisory staff (64.7%)
- train full-time supervisory staff (58.8%)
- supervise Facility Director (52.9%)
- recruit Facility Director (52.9%)

These findings indicate that a majority of the departments had Clerical Staff and Facility Director positions and that the senior administrators trained and evaluated the full-time supervisory positions.

Chapter 6

Findings and Discussion: Frequency of Specific Task Performance

This chapter has addressed the following sub-problem:

What was the frequency of specific task performance of the senior administrators?

This sub-problem examines the frequency with which the senior administrators perform each specific task as a function of both role expectations and his personal need-disposition.

The percentage of respondents indicating the frequency of task performance and the average frequency weight have been included in the tables for the individual analysis of each specific task. The average frequency weight and the range have been reported to describe the data.

Assessment Tasks

The senior administrators rated their frequency of performing each specific task describing the administrative duty of assessment. Table 15 (p. 107) shows the percentage of senior administrators indicating their frequency of performance and the average frequency weight for each specific task.

Task #1: Compile attendance figures. The responses range from never to bimonthly. The average frequency weight (see p. 43 for deriving average frequency weight) of 2.4 indicates that this task was performed by the senior administrators on the average of one to two times per year (annually to semi-annually).

Task #2: Visit recreation programs. The responses range from never to 1 to 2 times per week. The average frequency weight of 3.6

Table 15

Assessment Duty: Frequency of Specific Task
Performance by Percentage and Average Frequency Weight Ordered By Rank
(N = 17)

Task	Average	* Day	Wk	Frequency of Performance (%)					Total %
				Mon	BiM	SA	A	N	
#3 Tour parks and facilities	Mon	11.8	29.4	29.4	17.6	5.9	5.9	-	100%
#2 Visit recreation programs	BiM-SA	-	11.8	5.9	41.2	23.5	5.9	11.8	100%
#4 Assess departmental policies	SA	-	5.9	5.9	17.6	52.9	-	17.6	100%
#5 Assess departmental goals and objectives	SA	-	-	5.9	23.5	35.3	23.5	11.8	100%
#1 Compile attendance figures	SA-A	-	-	-	17.6	23.5	35.3	23.5	100%
#6 Assess leisure services provided by private agencies	A	-	-	-	5.9	11.8	47.1	35.3	100%

* Day = Daily; Wk = 1 - 2 x/wk; Mon = 1-2 x/month;
BiM = Bimonthly; SA = Semi-Annually; A = Annually; N = Never

indicates that this task was performed by the senior administrators on the average of once every 2 to 6 months.

Task #3: Tour parks and facilities. The responses range from annually to daily. The average frequency weight of 5.1 indicates that this task was performed by the senior administrators on the average of 1 to 2 times per month.

Task #4: Assess departmental policies. The responses range from never to 1 to 2 times per week. The average frequency weight of 3.1 indicates that this task was performed by the senior administrators on the average of once every 6 months.

Task #5: Assess departmental goals and objectives. The responses range from never to monthly. The average frequency weight of 3.1 indicates that this task was performed by the senior administrators on the average of once every 6 months.

Task #6: Assess leisure services provided by private agencies. The responses range from never to bimonthly. The average frequency weight of 1.9 indicates that this task was performed by the senior administrators on the average of once per year.

Discussion. In the order of the average frequency of performance, from daily to never, the tasks are ranked as follows:

Task #3	Tour parks and facilities	1 to 2 times/month
Task #2	Visit recreation programs	once every 2 to 6 months
Task #4	Assess departmental policies	2 times/year
Task #5	Assess departmental goals and objectives	2 times/year
Task #1	Compile attendance figures	2 to 1 times/year
Task #6	Assess leisure services provided by private agencies	once/year

The senior administrators indicated that the most frequently performed assessment task was to tour parks and facilities. This task is perhaps performed the most frequently because these areas are always in the public's eye and the department is open to criticism if, for example, litter is not picked up, windows are broken, graffiti is not removed, or floors are dirty. The senior administrator is ultimately responsible to rectify these problems.

The majority of senior administrators indicated that they did not personally administer recreation programs. While they were not directly responsible for assessing recreation programs, the senior administrators did personally visit the programs, on the average, of 2 to 6 times per year.

The administrators assessed the leisure services provided by private agencies and entrepreneurs and other community agencies once per year to avoid duplicating programs and services.

Budget Administration Tasks

The senior administrators rated their frequency of performing each specific task describing the administrative duty of budget administration. Table 16 (p. 110) shows the percentage of senior administrators indicating their frequency of task performance and the average frequency weight for each specific task.

Task #7: Develop specific budget performance objectives. The responses range from never to monthly. The average frequency weight of 2.6 indicates that this task was performed by the senior administrators on the average of 1 to 2 times per year (annually to semi-annually).

Table 16

Budget Administration Duty: Frequency of Specific
Task Performance by Percentage and Average Frequency Weight Ordered By Rank
(N = 17)

Task	Average	Frequency of Performance (%)					
		Day*	Wk	Mon	BiM	SA	Total %
#12 Authorize operating expenditures	Wk	29.4	23.5	29.4	17.6	-	100%
#15 Review departmental revenues	Mon	-	5.9	64.7	23.5	5.9	100%
#14 Review departmental expenditures	Mon	-	5.9	64.7	23.5	-	100%
#13 Authorize capital expenditures	BiM	5.9	5.9	35.3	23.5	11.8	100%
#16 Establish operating budget item priorities	SA	-	-	5.9	5.9	35.3	100%
#7 Develop specific budget performance objectives	SA-A	-	-	5.9	17.6	41.2	100%
#8 Estimate expected revenues	SA-A	-	-	5.9	5.9	23.5	100%
#9 Prepare capital and operational budget	SA-A	-	-	5.9	-	29.4	100%

* Day = Daily; Wk = 1 - 2 x/wk; Mon = 1-2 x/month;
BiM = Bimonthly; SA = Semi-Annually; A = Annually; N = Never

Table 10 (Continued)

Task	Average	Frequency of Performance (%)							Total %
		Day*	Wk	Mon	BiM	SA	An	N	
#17 Establish capital budget item priorities	A	-	-	5.9	-	11.8	82.4	-	100%
#10 Coordinate the preparation of the budget proposal	A	-	-	-	5.9	5.9	88.2	-	100%
#11 Present the budget proposal to Recreation Board and Executive Body	A	-	-	-	5.9	5.9	88.2	-	100%

* Day = Daily; Wk = 1 - 2 x/wk; Mon = 1-2 x/month;
 BiM = Bimonthly; SA = Semi-Annually; A = Annually; N = Never

Task #8: Estimate expected revenues. The responses range from never to monthly. The average frequency weight of 2.5 indicates that this task was performed by the senior administrator on the average of 1 to 2 times per year (annually to semi-annually).

Task #9: Prepare capital and operational budgets. The responses range from annually to monthly. The average frequency weight of 2.5 indicates that this task was performed by the senior administrators on the average of 1 to 2 times per year (annually to semi-annually).

Task #10: Coordinate the preparation of the budget Proposal. The responses range from annually to bimonthly. The average frequency weight of 2.2 indicates that this task was performed by the senior administrators on the average of once per year.

Task #11: Present the budget proposal to the Recreation Board and Executive Body. The responses range from annually to bimonthly. The average frequency weight of 2.2 indicates that this task was performed by the senior administrators on the average of once per year.

Task #12: Authorize operating expenditures. The responses range from bimonthly to daily. The average frequency weight of 5.7 indicates that this task was performed by the senior administrators on the average of 1 to 2 times per week.

Task #13: Authorize capital expenditures. The responses range from never to daily. The average frequency weight of 4.1 indicates that this task was performed by the senior administrators on the average of once every 2 months.

Task #14: Review departmental expenditures. The responses range from never to 1 to 2 times per week. The average frequency weight of 4.6 indicates that this task was performed by the senior administrators

on the average of 1 to 2 times per month.

Task #15: Review departmental revenues. The responses range from semi-annually to 1 to 2 times per week. The average frequency weight of 4.7 indicates that this task was performed by the senior administrators on the average of 1 to 2 times per month.

Task #16: Establish operating budget item priorities. The responses range from annually to monthly. The average frequency weight of 2.7 indicates that this task was performed by the senior administrators on the average of once every 6 months.

Task #17: Establish capital budget item priorities. The responses range from annually to monthly. The average frequency weight of 2.3 indicates that this task was performed by the senior administrators on the average of once per year.

Discussions. In the order of specific task performance from the highest percentage to the lowest, the tasks are ranked as follows:

Task #12	Authorize operating expenditures	1 to 2 times/week
Task #15	Review departmental revenues	1 to 2 times/month
Task #14	Review departmental expenditures	1 to 2 times/month
Task #13	Authorize capital expenditures	bimonthly
Task #16	Establish operating budget item priorities	2 times/year
Task #7	Develop specific budget performance objectives	2 to 1 times/year
Task #8	Estimate expected revenues	2 to 1 times/year
Task #9	Prepare capital and operational budget	2 to 1 times/year
Task #17	Establish capital budget item priorities	once/year
Task #10	Coordinate the preparation of the	

	budget proposal	once/year
Task #11	Present the proposed budget to Recreation Board and Executive	once/year

The four most frequently performed tasks are performed to control the department's budget. These include authorizing operating expenditures, reviewing department revenues, reviewing department expenditures, and authorizing capital expenditures. The remaining seven tasks are performed less frequently (1 to 2 times per year) as these tasks are performed during the preparation of the department's budget.

Office Management Tasks

The senior administrators rated their frequency of performing each specific task describing the administrative duty of office management. Table 17 (p. 115) shows the percentage of senior administrators indicating their frequency of performance and the average frequency weight for each specific task.

Task #18: Establish office routines. The responses range from never to daily. The average frequency weight of 4.1 indicates that this task was performed by the senior administrators on the average of once every 2 months.

Task #19: Order office supplies. The responses range from never to monthly. The average frequency weight of 2.7 indicates that this task was performed by the senior administrators on the average of once every 6 months.

Task #20: Maintain filing system. The responses range from never to daily. The average frequency weight of 2.7 indicates that this task was performed by the senior administrators on the average of once every

Table 17

Office Management Duty: Frequency of Specific
Task Performance by Percentage and Average Frequency Weight Ordered By Rank
(N = 17)

Task	Average	Frequency of Performance (%)					
		Day*	Wk	Mon	BiM	SA	Total %
#22 Correspond with other recreation personnel	Mon	5.9	41.2	17.6	35.3	-	100%
#23 Hold staff meetings	Mon	5.9	41.2	41.2	-	-	100%
#25 Read about latest developments	BiM	5.9	-	41.2	23.5	23.5	100%
#18 Establish office routines	BiM	17.6	5.9	29.4	-	17.6	100%
#26 Schedule or book facilities	SA	5.9	17.6	17.6	5.9	23.5	100%
#28 Register participants into programs	SA	11.8	-	5.9	5.9	29.4	100%
#27 Establish program registration procedures	SA	5.9	5.9	11.8	5.9	17.6	100%

* Day = Daily; Wk = 1 - 2 x/wk; Mon = 1-2 x/month;
BiM = Bimonthly; SA = Semi-Annually; A = Annually; N = Never

Table 11 (Continued)

Task	Average	Frequency of Performance (%)						
		Day*	Wk	Mon	BiM	SA	An	N
#29 Survey space available for programs	SA	11.8	-	-	5.9	29.4	35.3	17.6
#19 Order office supplies	SA	-	-	17.6	11.8	17.6	23.5	29.4
#20 Maintain filing system	SA	5.9	5.9	-	5.9	29.4	29.4	23.5
#21 Perform inventories	SA-A	-	-	11.8	11.8	17.6	23.5	35.3
#30 Organize recreation programs	A	-	-	29.4	-	-	17.6	52.9
#24 Schedule staff holidays	A	-	-	-	-	23.5	70.6	5.9
#31 Contact program instructors	A	-	-	17.6	1.8	-	17.6	52.9

* Day = Daily; Wk = 1 - 2 x/wk; Mon = 1-2 x/month;
 BiM = Bimonthly; SA = Semi-Annually; A = Annually; N = Never

Task #21: Perform inventories. The responses range from never to monthly. The average frequency weight of 2.4 indicates that this task was performed by the senior administrators on the average of 1 to 2 times per year.

Task #22: Correspond with other recreation personnel. The responses range from bimonthly to daily. The average frequency weight of 5.2 indicates that this task was performed by the senior administrators on the average of 1 to 2 times per month.

Task #23: Hold staff meetings. The responses range from never to daily. The average frequency weight of 5.1 indicates that this task was performed by the senior administrators on the average of 1 to 2 times per month.

Task #24: Schedule staff holidays. The response range from never to semi-annually. The average frequency weight of 2.2 indicates that this task was performed by the senior administrators on the average of once per year.

Task #25: Read about latest developments. The responses range from semi-annually to daily. The average frequency weight of 4.1 indicates that this task was performed by the senior administrators on the average of once every 2 months.

Task #26: Schedule or book facilities. The responses range from never to daily. The average frequency weight of 3.3 indicates that this task was performed by the senior administrators on the average of once every 6 months.

Task #27: Establish program registration procedures. The response range from never to daily. The average frequency weight of 2.8

indicates that this task was performed by the senior administrators on the average of once every 6 months.

Task #28: Register participants into programs. The responses range from never to daily. The average frequency weight of 2.9 indicates that this task was performed by the senior administrators on the average of once every 6 months.

Task #29: Survey space available for programs. The responses range from never to daily. The average frequency weight of 2.8 indicates that this task was performed by the senior administrators on the average of once every 6 months.

Task #30: Organize recreation programs. The responses range from never to monthly. The average frequency weight of 2.3 indicates that this task was performed by the senior administrators on the average of once per year.

Task #31: Contact program instructors. The responses range from never to monthly. The average frequency weight of 2.2 indicates that this task was performed by the senior administrators on the average of once per year.

Discussion. In the order of the average frequency of task performance from daily to never, the tasks are ranked as follows:

Task #22	Correspond with other recreation personnel	1 to 2 times/month
Task #23	Hold staff meetings	1 to 2 times/month
Task #25	Do reading of latest developments	bimonthly
Task #18	Establish office routines	bimonthly
Task #26	Schedule or book facilities	2 times/year
Task #28	Register participants into programs	2 times/year

Task #27	Establish program registration procedures	2 times/year
Task #29	Survey space available for programs	2 times/year
Task #19	Order office supplies	2 times/year
Task #20	Maintain filing system	2 times/year
Task #21	Perform inventories	2 to 1 times/year
Task #30	Organize recreation programs	once/year
Task #24	Schedule staff holidays	once/year
Task #31	Contact program instructors	once/year

The four tasks performed the most frequently were also performed by a majority of the senior administrators. These included corresponding with other recreation personnel, holding staff meetings, reading about the latest developments, and establishing office routines. The scheduling of staff holidays was performed only once per year by the senior administrators.

Conversely, the remaining nine tasks performed once to twice per year were performed by less than 50% of the senior administrators.

Planning Tasks

The senior administrators rated their frequency of performing each specific task describing the administrative duty of planning. Table 18 (p. 120) shows the percentage of senior administrators indicating their frequency of performance and the average frequency weight of each specific task.

Task #32: Establish long range goals and objectives. The responses range from annually to 1 to 2 times per week. The mean

Table 18
 Planning Duty: Frequency of Specific
 Task Performance by Percentage and Average Frequency Weight Ordered By Rank (N = 17)

Task	Average	Frequency of Performance (%)							Total %
		Day*	Wk	Mon	BiM	SA	An	N	
#34 Administer policies	Wk-Mon	29.4	-	29.4	5.9	11.8	11.8	11.8	100%
#33 Develop policies	BiM	-	5.9	35.3	17.6	23.5	11.8	5.9	100%
#32 Establish long range goals and objectives	BiM-SA	-	5.9	29.4	-	23.5	41.2	-	100%
#40 Organize recreation facility planning committee	SA	-	-	17.6	17.6	41.2	11.8	11.8	100%
#41 Conduct feasibility studies	SA	-	-	11.8	17.6	23.5	41.2	5.9	100%
#36 Assist develop 5 Year Master Plan	SA	-	-	17.6	5.9	11.8	64.7	-	100%
#39 Organize community-wide special events	SA	-	-	5.9	11.8	35.3	35.3	11.8	100%
#35 Establish/review joint-use agreement	SA-A	-	-	5.9	-	17.6	76.5	-	100%
#38 Conduct surveys	A	-	-	-	-	17.6	76.5	5.9	100%
#37 Review/update 5 Year Master Plan	A	-	-	-	-	5.9	88.2	5.9	100%

* Day = Daily; Wk = 1 - 2 x/wk; Mon = 1-2 x/month;
 BiM = Bimonthly; SA = Semi-Annually; A = Annually; N = Never

frequency score of 3.4 indicates that this task was performed by the senior administrators on the average of once every 2 to 6 months.

Task #33: Develop policies. The responses range from never to 1 to 2 times per week. The average frequency weight of 3.8 indicates that this task was performed by the senior administrators on the average of once every 2 months.

Task #34: Administer policies. The responses range from never to daily. The average frequency weight of 4.5 indicates that this task was performed by the senior administrators on the average of 1 to 2 times per week to 1 to 2 times per month.

Task #35: Establish/review joint-use agreements. The responses range from annually to monthly. The average frequency weight of 2.4 indicates that this task was performed by the senior administrators on the average of 1 to 2 times per year (annually to semi-annually).

Task #36: Assist develop 5 Year Master Plan. The responses range from annually to monthly. The average frequency weight of 2.8 indicates that this task was performed by the senior administrators on the average of once every 6 months.

Task #37: Review/update 5 Year Master Plan. The responses range from never to semi-annually. The average frequency weight of 2.0 indicates that this task was performed by senior administrators on the average of once per year.

Task #38: Conduct surveys. The responses range from never to semi-annually. The average frequency weight of 2.2 indicates that the senior administrators performed this task on the average of once per year.

Task #39: Organize community-wide special events. The responses range from never to monthly. The average frequency weight of 2.7 indicates that this task was performed by the senior administrators on the average of once every 6 months.

Task #40: Organize recreation facility planning committee. The responses range from never to monthly. The average frequency weight of 3.2 indicates that this task was performed by the senior administrators on the average of once every 6 months.

Task #41: Conduct feasibility studies. The responses range from never to monthly. The average frequency weight of 2.9 indicates that this task was performed by the senior administrators on the average of once every 6 months.

Discussion. In the order of the average frequency of task performance, from daily to never, the tasks are ranked as follows:

Task #34	Administer departmental policies	1 to 2 times/week to 1 to 2 times/month
Task #33	Develop departmental policies	bimonthly
Task #32	Establish long range goals and objectives	once every 2 to 6 months
Task #40	Organize Recreation facility planning committee	2 times/year
Task #41	Conduct feasibility studies	2 times/year
Task #36	Assist develop 5 Year Master Plan	2 times/year
Task #39	Organize community-wide events	2 times/year
Task #35	Establish/review joint-use agreement	2 to 1 times/year
Task #38	Conduct surveys	once/year
Task #37	Review/update 5 Year Master Plan	once/year

The senior administrators dealt with department policies the most frequently of all the planning tasks. They were involved with administering and interpreting department policy as well as the development of policies. It is suggested that the remaining planning tasks were performed less frequently (once to twice per year) because of the length of time required to complete studies and surveys, to establish committees, to deal with other agencies in developing agreements, and to revise the Master Plan.

The establishment of long range goals and objectives are perhaps performed 2 to 6 times per year to provide flexibility in planning the department's programs and services to meet changing community needs.

Public Relations Tasks

The senior administrators rated their frequency of performing each specific task describing the administrative duty of public relations. Table 19 (p. 124) shows the percentage of senior administrators indicating their frequency of performance and the average frequency weight for each specific task.

Task #42: Meet with community groups. The responses range from semi-annually to 1 to 2 times per week. The average frequency weight of 3.9 indicates that the senior administrators performed this task on the average of once every 2 months.

Task #43: Maintain regular office hours. The responses range from monthly to daily. The average frequency weight of 6.7 indicates that the senior administrators performed this task on the average of a daily basis.

Task #44: Respond to citizen complaints. The responses range from annually to daily. The average frequency weight of 5.2 indicates that

Table 19

Public Relations Duty: Frequency of Specific
Task Performance by Percentage and Average Frequency Weight Ordered By Rank
(N = 17)

Task	Average	Frequency of Performance (%)					
		* Day	Wk	Mon	BiM	SA	Total %
#43 Maintain regular office hours	Day	76.5	17.6	5.9	-	-	100%
#44 Respond to citizen complaints	Mon	17.6	29.4	29.4	11.8	5.9	100%
#45 Assist community groups get organized	Mon	11.8	5.9	5.9	52.9	17.6	100%
#47 Write articles for local newspaper	BiM	-	17.6	35.3	5.9	29.4	100%
#48 Represent the department at community events	BiM	-	5.9	23.5	41.2	29.4	100%
#42 Meet with community groups	BiM	-	5.9	23.5	29.4	41.2	100%
#50 Organize public meetings	SA	-	5.9	5.9	17.6	35.3	100%
#49 Assist community groups with grant applications	SA	-	5.9	17.6	5.9	23.5	100%

* Day = Daily; Wk = 1 - 2 x/wk; Mon = 1-2 x/month;
BiM = Bimonthly; SA = Semi-Annually; A = Annually; N = Never

Table 19 (Continued)

Task	Average	Frequency of Performance (%)					Total %
		Day*	Wk	Mon	BiM	SA	
#51 Solicit citizen participation to sit on committees	SA	-	-	11.8	11.8	47.1	100%
#46 Prepare information brochures	SA-A	-	-	5.9	23.5	35.3	100%

* Day = Daily; Wk = 1 - 2 x/wk; Mon = 1-2 x/month;
 BiM = Bimonthly; SA = Semi-Annually; A = Annually; N = Never

the senior administrators performed this task on the average of 1 to 2 times per month.

Task #45: Assist community groups get organized. The responses range from never to daily. The average frequency weight of 4.7 indicates that the senior administrators performed this task on the average of 1 to 2 times per month.

Task #46: Prepare information brochures. The responses range from never to monthly. The average frequency weight of 2.5 indicates that the senior administrators performed this task on the average of 1 to 2 times per year (annually to semi-annually).

Task #47: Write articles for local newspaper. The responses range from never to 1 to 2 times per week. The average frequency weight of 4.1 indicates that the senior administrators performed this task on the average of once every 2 months.

Task #48: Represent the department at community events. The responses range from semi-annually to 1 to 2 times per week. The mean score of 4.1 indicates that the senior administrators performed this task on the average of once every 2 months.

Task #49: Assist community groups with grant applications. The responses range from never to 1 to 2 times per week. The mean frequency score of 3.0 indicates that the senior administrators performed this task on the average of once every 6 months.

Task #50: Organize public meetings. The responses range from never to 1 to 2 times per week. The average frequency weight of 3.1 indicates that the senior administrators performed this task on the average of once every 6 months.

Task #51: Solicit citizen participation to sit on committees. The responses range from never to monthly. The average frequency weight of 2.7 indicates that the senior administrators performed this task on the average of once every 6 months.

Discussion. In the order of the average frequency of performance, from daily to never, the tasks are ranked as follows:

Task #43	Maintain regular office hours	daily
Task #44	Respond to citizens complaints	1 to 2 times/month
Task #45	Assist community groups get organized	1 to 2 times/month
Task #47	Write articles for local paper	bimonthly
Task #48	Represent department at community events	bimonthly
Task #42	Meet with community groups	bimonthly
Task #50	Organize public meetings	2 times/year
Task #49	Assist community groups with grant applications	2 times/year
Task #51	Solicit citizen participation to sit on committees	2 times/year
Task #46	Prepare information brochures	2 to 1 times/year

The senior administrators made themselves available during office hours on a daily basis.

The frequency of the senior administrators meeting or helping community groups depended upon the nature of the assistance.

The senior administrators prepared information brochures only 1 to 2 times per year because this task was delegated to the Program Coordinator by a majority of the subjects.

Recreation Board and Executive Body Tasks

The senior administrators rated their frequency of performing each specific task describing the administrative duty of recreation board and executive body. Table 20 (p. 129) shows the percentage of senior administrators indicating their frequency of performance and the average frequency weight of each specific task.

Task #52: Develop policies with Recreation Board. The responses range from never to monthly. The average frequency weight of 3.6 indicates that the senior administrators performed this task on the average of once every 2 to 6 months.

Task #53: Propose policy to Recreation Board and Executive Body. The responses range from never to monthly. The average frequency weight of 3.3 indicates that the senior administrators performed this task on the average of once every 6 months.

Task #54: Prepare written reports. The responses range from never to monthly. The average frequency weight of 4.5 indicates that the senior administrators performed this task on the average of once every 1 to 2 months.

Task #55: Review leisure services with Recreation Board. The responses range from never to monthly. The average frequency weight of 3.5 indicates that the senior administrators performed this task on the average of one every 2 to 6 months.

Task #56: Present grant applications for approval. The responses range from never to monthly. The average frequency weight of 2.8 indicates that the senior administrators performed this task once every 6 months.

Table 20

Consulting with the Recreation Board and Executive Body Duty: Frequency of Specific Task Performance by Percentage and Average Frequency Weight Ordered By Rank (N = 17)

Task	Average	Day*	Frequency of Performance (%)						Total %
			Wk	Mon	BiM	SA	An	N	
#57 Meet with Recreation board and Executive Body	Mon	-	5.9	82.4	5.9	-	5.9	-	100%
#54 Prepare written reports	Mon-BiM	-	-	64.7	17.6	17.6	-	5.9	100%
#52 Develop policies with Recreation Board	BiM-SA	-	-	23.5	35.3	23.5	11.8	5.9	100%
#55 Review leisure services with Recreation Board	BiM-SA	-	-	29.4	17.6	35.3	11.8	5.9	100%
#53 Propose policy to Recreation Board and Executive Body	SA	-	-	17.6	29.4	29.4	11.8	11.8	100%
#56 Present grant applications for approval	SA	-	-	11.8	-	52.9	29.4	5.9	100%
#58 Prepare budget with Recreation Board	A	-	-	-	-	11.8	58.8	29.4	100%

* Day = Daily; Wk = 1 - 2 x/wk; Mon = 1-2 x/month; BiM = Bimonthly; SA = Semi-Annually; A = Annually; N = Never

Task #57: Meet with Recreation Board and Executive Body. The responses range from annually to monthly. The average frequency weight of 4.8 indicates that the senior administrators performed this task on the average of 1 to 2 times per month.

Task #58: Prepare budget with Recreation Board. The responses range from never to semi-annually. The average frequency weight of 1.8 indicates that the senior administrators performed this task on the average of once per year.

Discussion. In the order of the average frequency of task performance by the senior administrators, from daily to never, the tasks are ranked as follows:

Task #57	Meet with Recreation Board and Executive	1 to 2 times/month
Task #54	Prepare written reports	1 to 2 times/month to bimonthly
Task #52	Develop policies with Recreation Board	once every 2 to 6 months
Task #55	Review leisure services with Recreation Board	once every 2 to 6 months
Task #53	Propose policy to Recreation Board and Executive Body	2 times/year
Task #56	Present grant applications for approval	2 times/year
Task #58	Prepare budget with Recreation Board	once/year

The senior administrators met with the Recreation Board and Executive Body the most frequently and prepared written reports almost as often. The senior administrators developed between two to six departmental policies per year with the Recreation Board and Executive

Body, but only proposed two policies per year to the Recreation Board and Executive Body. Grant applications were presented only twice per year because of the way the government grant programs are administered. The department budget is prepared once per year with the Recreation Board.

Staffing Tasks

The senior administrators rated their frequency of performing each specific task describing the administrative duty of staffing. Table 21 (p. 132) shows the percentage of senior administrators indicating their frequency of performance and the average frequency weight for each specific task.

Task #59 : Recruit Assistant Senior Administrator. The responses range from annually or less to never. The average frequency weight of 1.1 indicates that on the average the senior administrators never performed this task. There was only one senior administrator with an Assistant Senior Administrator position.

Task #60: Recruit Recreation Director. The responses range from annually or less to never. The average frequency weight of 1.5 indicates that the senior administrator performed this task on the average of annually or less. Eight (47.1%) senior administrators performed this task annually or less.

Task #61: Recruit Facility Director. The responses range from annually or less to never. The average frequency weight of 1.4 indicates that on the average the senior administrators never performed this task. Six (35.3%) senior administrators indicated that they performed this task annually or less.

Table 21

Staffing Duty: Frequency of Specific Task
Performance by Percentage and Average Frequency Weight Ordered By Rank
(N = 17)

Task	Average	Frequency of Performance (%)							
		Day*	Wk	Mon	BiM	SA	An	N	Total %
#77 Supervise clerical staff	Mon	52.9	5.9	5.9	-	-	-	35.3	100%
#71 Supervise Facility Director	BiM	35.3	17.6	-	-	-	-	47.1	100%
#70 Supervise Recreation Director	BiM	35.3	11.8	-	-	-	-	52.9	100%
#72 Supervise Parks Director	SA	23.5	17.6	-	-	-	-	58.8	100%
#76 Supervise Facility Maintenance Staff	SA	5.9	23.5	-	-	-	-	70.6	100%
#78 Train Full-time Supervising Staff	SA	-	5.9	23.5	-	23.5	11.8	35.3	100%
#73 Supervise Aquatics Supervisor	SA	17.6	-	5.9	-	-	11.8	64.7	100%
#80 Train clerical staff	A	5.9	5.9	-	5.9	17.6	5.9	58.8	100%
#81 Evaluate Full-Time Supervisory Staff	A	-	-	-	5.9	41.2	17.6	35.3	100%

* Day = Daily; Wk = 1 - 2 x/wk; Mon = 1-2 x/month;
BiM = Bimonthly; SA = Semi-Annually; A = Annually; N = Never

Table 21 (Continued)

Task	Average	Frequency of Performance (%)						Total %
		Day*	Wk	Mon	BiM	SA	An	
#75 Supervise Program Coordinator	A	-	23.5	-	-	-	-	100%
#79 Train Non-Supervisory Staff	A	-	-	5.9	-	23.5	17.6	100%
#82 Evaluate Non-Supervisory Staff	A	-	-	-	-	23.5	29.4	100%
#83 Evaluate clerical Staff	A	-	-	-	5.9	23.5	17.6	100%
#66 Recruit Facility Maintenance Staff	A	-	-	-	5.9	5.9	35.3	100%
#68 Recruit Clerical Staff	A	-	-	-	-	-	64.7	100%
#74 Supervise Operations and Maintenance Supervisor	A	5.9	5.9	-	-	-	-	100%
#60 Recruit Recreation Director	A	-	-	-	-	-	47.1	100%
#65 Recruit Program Coordinator	A	-	-	-	-	5.9	35.3	100%
#61 Recruit Facility Director	N	-	-	-	-	-	35.3	100%

* Day = Daily; Wk = 1 - 2 x/wk; Mon = 1-2 x/month;
 BiM = Bimonthly; SA = Semi-Annually; A = Annually; N = Never

Table 21 (Continued)

Task	Average	Frequency of Performance (%)							
		Day*	Wk	Mon	BiM	SA	An	N	Total %
#63 Recruit Aquatics Supervisor	N	-	-	-	-	-	35.3	64.7	100%
#67 Recruit Parks Maintenance Staff	N	-	-	-	5.9	-	23.5	70.6	100%
#69 Supervise Assistant Senior Administrator	N	5.9	-	-	-	-	-	94.1	100%
#62 Recruit Parks Director	N	-	-	-	-	-	29.4	70.6	100%
#59 Recruit Assistant Senior Administrator	N	-	-	-	-	-	5.9	94.1	100%
#64 Recruit Operations and Maintenance Supervisor	N	-	-	-	-	-	11.8	88.2	100%

* Day = Daily; Wk = 1 - 2 x/wk; Mon = 1-2 x/month;
 BiM = Bimonthly; SA = Semi-Annually; A = Annually; N = Never

Task #62: Recruit Parks Director. The responses range from annually or less to never. The average frequency weight of 1.3 indicates that on the average the senior administrators never performed this task. Five (29.4%) senior administrators performed this task annually or less.

Task #63: Recruit Aquatics Supervisor. The responses range from annually or less to never. The average frequency weight of 1.4 indicates that on average the senior administrators never perform this task. Six (35.3%) senior administrators performed this task annually or less.

Task #64: Recruit Operations and Maintenance Supervisor. The responses range from annually or less to never. The average frequency weight of 1.1 indicates that on the average the senior administrators never performed this task. Only 2 (11.8%) senior administrators performed this task annually or less.

Task #65: Recruit Program Coordinator. The responses range from semi-annually to never. The average frequency weight of 1.5 indicates that the senior administrators performed this task on the average of annually or less. Seven (41.2%) senior administrators performed this task semi-annually or annually or less.

Task #66: Recruit Facility Maintenance Staff. The responses range from bimonthly to never. The average frequency weight of 1.7 indicates that the senior administrators performed this task on the average of annually or less. Eight (47.1%) senior administrators performed this task.

Task #67: Recruit Parks Maintenance Staff. The responses range from bimonthly to never. The average frequency weight of 1.4 indicates

that on the average the senior administrators never perform this task. Five (29.4%) senior administrators performed this task.

Task #68: Recruit Clerical Staff. The responses range from annually or less to never. The average frequency weight of 1.7 indicates that the senior administrators performed this task on the average of annually or less. Eleven (64.7%) senior administrators performed this task.

Task #69: Supervise Assistant Senior Administrator. The responses range from daily to never. The average frequency weight of 1.4 indicates that on the average the senior administrators never performed this task. This task was performed at least once per day by the one senior administrator who had this position in his department.

Task #70: Supervise Recreation Director. The responses range from daily to never. The average frequency weight of 3.7 indicates that the senior administrators performed this task on the average of once every two months. However, eight (47.2%) senior administrators performed this task daily or 1 to 2 times per week and nine (52.9%) senior administrators never performed this task.

Task #71: Supervise Facility Director. The responses range from daily to never. The average frequency weight of 4.0 indicates that this task was performed on the average of once every two months. However, 8 (47.1%) senior administrators never performed this task and nine (52.9%) senior administrators performed this task daily or 1 to 2 times per week.

Task #72: Supervise Parks Director. The responses range from daily to never. The average frequency weight of 3.3 indicates that this task was performed on the average of twice per year. However, ten

(58.8%) of the senior administrators never performed this task and seven (41.2%) senior administrators performed this task daily or 1 to 2 times per week.

Task #73: Supervise Aquatics Supervisor. The responses range from daily to never. The average frequency weight of 2.5 indicates that this task was performed on the average of twice per year. Eleven (64.7%) senior administrators never performed this task and six (35.3%) senior administrators performed this task daily, 1 to 2 times per month, or annually.

Task #74: Supervise Operations and Maintenance Supervisor. The responses range from daily to never. The average frequency weight of 1.7 indicates that this task was performed on the average of annually or less. However, fifteen (88.2%) senior administrators never performed this task and two (11.8%) senior administrators performed this task daily or 1 to 2 times per week.

Task #75: Supervise Program Coordinator. The responses range from 1 to 2 times per week to never. The average frequency weight of 2.1 indicates that this task was performed on the average of annually or less. However, thirteen (76.5%) senior administrators never performed this task and four (23.5%) senior administrators performed this task 1 to 2 times per week.

Task #76: Supervise Facility Maintenance Staff. The responses range from daily to never. The average frequency weight of 2.8 indicates that this task was performed on the average of twice per year. However twelve (70.6%) senior administrators never performed this task and five (29.4%) senior administrators performed this task daily or 1 to 2 times per week.

Task #77: Supervise Clerical Staff. The responses range from daily to never. The average frequency weight of 4.7 indicates that this task was performed on the average of 1 to 2 times per month. However nine (52.9%) senior administrators performed this task daily, two (11.8%) performed it 1 to 2 times per week and 1 to 2 times per month, respectively, and six (35.3%) senior administrators never performed this task.

Task #78: Train Full-Time Supervisory Staff. The responses range from 1 to 2 times per week to never. The average frequency weight of 2.8 indicates that this task was performed on the average of twice per year. However, eleven (64.7%) senior administrators performed this task 1 to 2 time per week, 1 to 2 times per month, semi-annually, or annually and six (35.3%) senior administrators never performed this task.

Task #79: Train Non-Supervisory Staff. The responses range from 1 to 2 times per month to never. The average frequency weight of 1.9 indicates that this task was performed on the average of once per year. Eight (47.1%) senior administrataors performed this task 1 to 2 times per month, semi-annually, or annually and nine (52.9%) senior administrators never performed this task.

Task #80: Train clerical Staff. The responses range from daily to never. The average frequency weight of 2.2 indicates that this task was performed on the average of once per year. However ten (58.8%) senior administrators never performed this task and eight (47.2%) senior administrators performed this task daily, 1 to 2 times per week, bimonthly, semi-annually, or annually.

Task #81: Evaluate Full-Time Supervisory Staff. The responses range from bimonthly to never. The average frequency weight of 2.2

indicates that this task was performed on the average of once per year.

Task #82: Evaluate Non-Supervisory Staff. The responses range from semi-annually to never. The average frequency weight of 1.8 indicates that this task was performed on the average of once per year.

Task #83: Evaluate Clerical Staff. The responses range from bimonthly to never. The average frequency weight of 1.9 indicate that this task was performed on the average of once per year. However, 9 (52.9%) senior administrators never performed this task.

Discussion. In the order of the average frequency of task performance, from daily to never, the tasks are ranked as follows:

Task #77	Supervise Clerical Staff	1 to 2 times/month
Task #71	Supervise Facility Director	bimonthly
Task #70	Supervise Recreation Director	bimonthly
Task #72	Supervise Parks Director	bimonthly
Task #76	Supervise Facility Maintenance Staff	2 times/year
Task #78	Train Full-Time Supervising staff	2 times/year
Task #73	Supervise Aquatic Supervisor	2 times/year
Task #80	Train Clerical Staff	once/year
Task #81	Evaluate Full-Time Supervisory Staff	once/year
Task #75	Supervise Program Coordinator	once/year
Task #79	Train Non-Supervisory	once/year
Task #82	Evaluate Non-Supervisory Staff	once/year
Task #83	Evaluate Clerical Staff	once/year
Task #66	Recruit Facility Maintenance Staff	once/year
Task #68	Recruit clerical staff	once/year
Task #74	Supervise Operation and Maintenance	

	Supervisor	once/year
Task #60	Recruit Recreation Director	once/year
Task #65	Recruit Program Coordinator	once/year
Task #61	Recruit Facility Director	never
Task #63	Recruit Aquatics Supervisor	never
Task #67	Recruit Parks Maintenance Staff	never
Task #69	Supervise Assistant Senior Administrator	never
Task #62	Recruit Parks Director	never
Task #59	Recruit Assistant Senior Administrator	never
Task #64	Recruit Operations and Maintenance Supervisor	never

The majority of senior administrators (14) had at least one full-time clerical staff position. The senior administrator met formally with the clerical staff about 1 to 2 times per month. This perhaps suggests that the majority of senior administrators did not have the time to give formal daily supervision, the clerical staff did not require constant supervision, or the senior administrators did not choose to supervise on a daily basis. The same can be said for the supervision of the Directors positions. Approximately 50% of the senior administrators had these positions. Those that did, formally met with these staff daily to 1 to 2 times per week.

The training and evaluation of all staff was performed by the senior administrators on the average of once per year.

The recruitment of staff was performed less than once per year and some senior administrators never had the opportunity to recruit some of the positions because they were always filled. Therefore the recruitment of staff would depend upon the frequency of staff turnover.

Summary

The senior administrators were asked to indicate how frequently they performed each task to determine where their time was spent. Sixty-three percent (53) of the tasks were performed semi-annually to annually. As well, 8.4% (7) of the staffing tasks were performed less than annually to never based on the average frequency weight because many of the senior administrators did not have the supervisory positions for which to recruit, supervise, train, and evaluate.

The only task performed on the average of at least once per day was that of maintaining regular office hours.

There was only one task performed on an average of 1 to 2 times per week. The senior administrators authorized operating expenditures (Budget Administration Duty) by signing invoices, or giving verbal or written approval to make purchases for the day-to-day operation of the department.

There were 10 (12%) tasks performed on the average of 1 to 2 times per month. These tasks included touring parks and facilities, reviewing department revenues and expenditures, corresponding with other recreation personnel, holding staff meetings, administering policies, responding to citizen complaints, assisting community groups get organized, meeting with the recreation board and executive body, and supervising clerical staff.

On the average, 11 (13.3%) of the tasks were performed on a bimonthly basis. These included authorizing capital expenditures, establishing office procedures and routines, reading about the latest developments in the recreation field, developing policies, meeting with community groups, writing articles for the local newspaper, representing

the department at community events, and supervising the Directors of Recreation, Facilities, and Parks.

The remaining 53 tasks were performed on the average of once every 6 months to once per year. The tasks performed semi-annually accounted for 30.1% and the tasks performed annually accounted for 33.7% of these 53 tasks. The majority of the planning tasks were performed semi-annually and the majority of the staffing tasks were performed annually.

It would appear that a pattern of performance has formed with regards to the budget administration tasks. This is not surprising since the budget process can be viewed as a recurring and cyclical group of specific tasks. These tasks were performed on the average of semi-annually to annually. They include developing budget performance objectives, estimating revenues, coordinating the preparation of the budget document, establishing operating and capital budget item priorities, preparing the budget proposal, and presenting the budget proposal to the recreation board and executive body for approval.

The most frequently performed administrative duty would appear to be public relations where 86% of the tasks were performed between daily and bimonthly. The administrative duties performed the least frequent were planning, assessment, office management and staffing.

The frequency of task performance was determined to see how often the senior administrators performed each specific task in the past year. The next chapter deals with the perceived importance of the senior administrator personally assigned to performing each specific task in his position. This will provide the data on which to compare specific task performance with the senior administrator's perceived importance of task performance.

Chapter 7

Findings and Discussion: Importance of Specific Task Performance

This chapter addresses the following sub-problem:

What was the perceived importance of specific task performance
by the senior administrators?

This sub-problem examines the senior administrators' perceptions of the importance of personally performing each specific task in their jobs. As such, the importance of task performance may be a function of both role expectations and the senior administrators' needs and dispositions.

The percentage of respondents indicating the degree of importance and the mean importance score have been included in the tables. The mean importance score and the range have been reported to describe the data.

Each task has been individually analyzed by its respective administrative duty and is followed by a discussion. This chapter closes with a summary of the findings regarding the importance of specific task performance.

Assessment Tasks

The senior administrators rated the importance of performing each specific task describing the administrative duty of assessment. Each task is discussed individually in terms of the mean importance score and the range of responses each task received. Table 22 (p. 144) shows the assessment tasks by mean importance score and percentage of responses.

Table 22

Assessment Duty: Perceived Importance of Specific Task
Performance By Percentage and Mean Importance Score
Ordered By Rank (N = 17)

Task	Mean [*]	Importance (%) ^{**}					Total (%)
		VI	I	UND.	UI	VUI	
#5 Assess departmental goals and objectives	4.2	58.8	29.4	-	-	11.8	100
#3 Tour parks and facilities	4.1	35.3	52.9	-	11.8	-	100
#4 Assess departmental policies	3.8	41.2	35.3	5.9	-	17.6	100
#2 Visit recreation programs	3.2	5.9	47.1	11.8	29.4	5.9	100
#6 Assess leisure services provided by private agencies	2.9	11.8	41.2	5.9	5.9	35.3	100
#1 Compile attendance figures	2.6	5.9	17.6	5.9	70.6	-	100

* Mean score of importance rating - VI = 5; I = 4; UND = 3;
UI = 2; VUI = 1

** VI = very important; I = important; UND = undecided;
UI = unimportant; VUI = very unimportant

Task #1: Compile attendance figures. The responses range from unimportant to very important. The mean importance score of 2.6 indicates that the importance of the senior administrators performing this task is rated as undecided. However, 70.6% (12) of the senior administrators indicated that it was unimportant that they personally perform this task.

Task #2: Visit recreation programs. The responses range from very unimportant to very important. The mean importance score of 3.2 indicates that the importance of the senior administrators performing this task is rated as undecided. However, 52.9% (9) senior administrators indicated that it was important or very important that they perform this task and 35.3% (6) indicated it was unimportant and very unimportant.

Task #3: Tour parks and facilities. The responses range from unimportant to very important. The mean importance score of 4.1 indicates that the importance of the senior administrators performing this task is rated as important.

Task #4: Assess departmental policies. The responses range from very unimportant to very important. The mean importance score of 3.8 indicates that the importance of the senior administrators performing this task is rated as important.

Task #5: Assess departmental goals and objectives. The responses range from very unimportant to very important. The mean importance score of 4.2 indicates that the importance of the senior administrators performing this task is rated as important.

Task #6: Assess leisure services provided by private agencies. The responses range from very unimportant to very important. The mean

score of 2.9 indicates that the importance of the senior administrators performing this task is rated as undecided. However, the performance of this task by the senior administrators is rated by 52.9% (9) as important and very important and by 41.2% as unimportant and very unimportant.

Discussion. In the order of the importance of task performance, from very important to very unimportant, the tasks are ranked as follows:

Task #5	Assess departmental goals and objectives	important
Task #3	Tour parks and facilities	important
Task #4	Assess departmental policies	important
Task #2	Visit recreation programs	undecided
Task #6	Assess leisure services provided by private agencies and entrepreneurs	undecided
Task #1	Compile attendance figures of department programs and facility use	undecided

The senior administrators indicated that the three assessment tasks rated as "important" are assess departmental goals and objectives, tour parks and facilities, and assess departmental policies.

There were three tasks rated as undecided based on the mean importance score. Further analysis of the raw data revealed that a majority of senior administrators gave committed responses. Twelve (70.6%) senior administrators indicated that it was unimportant that they personally compile attendance figures. Nine (52.9%) senior administrators indicated that it was important and very important that they visit department-sponsored recreation programs. As well, nine (52.9%) senior administrators felt it was important and very important

that they assess the leisure services provided by private agencies and entrepreneurs.

Budget Administration Tasks

The senior administrators rated the importance of performing each specific task describing the administrative duty of budget administration. Each specific task is discussed individually in terms of the mean importance score and the range of responses each task received. Table 23 (p. 148) shows the budget administration duties by mean importance score and percentage of responses.

Task #7: Develop specific budget performance objectives. The responses range from unimportant to very important. The mean importance score of 3.9 indicates that the importance of the senior administrators performing this task is rated as important.

Task #8: Estimate expected revenues. The responses range from very unimportant to very important. The mean importance score of 4.2 indicates that the importance of the senior administrators performing this task is rated as important.

Task #9: Prepare capital and operational budgets. The responses range from unimportant to very important. The mean importance score of 4.0 indicates that the importance of the senior administrators performing this task is rated as important.

Task #10: Coordinate the preparation of the budget proposal. The responses range from important to very important. The mean importance score of 4.9 indicates that the importance of the senior administrators performing this task is rated as very important.

Table 23

Budget Administration Duty: Perceived Importance of Specific Task
Performance By Percentage and Mean Importance Score
Ordered By Rank (N = 17)

Task	Mean *		Importance (%) **					Total (%)
			VI	I	UND.	UI	VUI	
#10 Coordinate preparation of budget proposal	4.9	88.2	11.8	-	-	-	-	100
#11 Present budget proposal to Recreation Board and Executive Body	4.7	70.6	29.4	-	-	-	-	100
#17 Establish capital budget item priorities	4.7	44.7	35.3	-	-	-	-	100
#16 Establish operating budget item priorities	4.6	58.8	41.2	-	-	-	-	100
#15 Review departmental revenues	4.5	52.9	41.2	5.9	-	-	-	100
#14 Review departmental expenditures	4.4	58.8	35.3	-	-	5.9	-	100
#12 Authorize operating expenditures	4.3	35.3	58.8	5.9	-	-	-	100
#8 Estimate expected revenues	4.2	52.9	35.3	-	5.9	5.9	-	100
#9 Prepare capital and operational budget	4.0	47.1	29.4	-	23.5	-	-	100

* Mean score of importance rating - VI = 5; I = 4; UND = 3;
UI = 2; VUI = 1

** VI = very important; I = important; UND = undecided;
UI = unimportant; VUI = very unimportant

Table 23 (Continued)

Task	Mean [*]	Importance (%) ^{**}					Total (%)
		VI	I	UND.	UI	VUI	
#7 Develop specific budget performance objectives	3.9	41.2	29.4	11.8	17.6	-	100
#13 Authorize capital expenditures	3.8	29.4	47.1	5.9	5.9	11.8	100

* Mean score of importance rating - VI = 5; I = 4; UND = 3;
UI = 2; VUI = 1

** VI = very important; I = important; UND = undecided;
UI = unimportant; VUI = very unimportant

Task #11: Present the budget proposal to the Recreation Board and Executive Body. The responses range from important to very important. The mean importance score of 4.7 indicates that the importance of the senior administrators performing this task is rated as very important.

Task 12: Authorize operating expenditures. The responses range from undecided to very important. The mean importance score of 4.3 indicates that the importance of the senior administrators performing this task is rated as important.

Task 13: Authorize capital expenditures. The responses range from very unimportant to very important. The mean importance score of 3.8 indicates that the importance of the senior administrators performing this task is rated as important.

Task 14: Review departmental expenditures. The responses range from very unimportant to very important. The mean importance score of 4.4 indicates that the importance of the senior administrators performing this task is rated as important.

Task 15: Review departmental revenues. The responses range from undecided to very important. The mean importance score of 4.5 indicates that the importance of the senior administrators performing this task is rated as very important.

Task #16: Establish operating budget item priorities. The responses range from important to very important. The mean importance score of 4.6 indicates that the importance of the senior administrators performing this task is rated as very important.

Task #17: Establish capital budget item priorities. The responses range from important to very important. The mean importance score of

4.7 indicates that the importance of the senior administrators performing this task is rated as very important.

Discussion. In the order of importance of task performance, from very important to very unimportant, the tasks, based on the mean scores, are ranked as follows:

Task #10	Coordinate preparation of budget proposal	very important
Task #11	Present budget proposal to Recreation Board and Executive	very important
Task #17	Establish capital budget item priorities	very important
Task #16	Establish operating budget item priorities	very important
Task #15	Review departmental revenues	very important
Task #14	Review departmental expenditures	important
Task #12	Authorize operating expenditures	important
Task #8	Estimate expected revenues	important
Task #9	Prepare capital and operational budget	important
Task #7	Develop specific performance objectives	important
Task #13	Authorize capital expenditures	important

The senior administrators' ratings of the eleven budget administration tasks as "important" or "very important" indicates that the subjects perceived that it was important that they personally perform these tasks. The high degree of importance may be a result of the fiscal budget being the financial means of the department's program and services. Fiscal control is also important to the senior administrators to ensure that public funds are spent appropriately.

Office Management Tasks

The senior administrators rated the importance of performing each specific task describing the administrative duty of office management. Each task is discussed individually in terms of the mean importance score and the range of responses each task received. Table 24 (p. 153) shows the office management tasks by mean importance scores and percentage of responses.

Task #18: Establish office routines. The responses range from very unimportant to very important. The mean importance score of 3.8 indicates that the performance of the senior administrators performing this task is rated as important.

Task #19: Order office supplies. The responses range from very unimportant to very important. The mean importance score of 2.2 indicates that the importance of the senior administrators performing this task is rated as unimportant.

Task #20: Maintain filing system. The responses range from very important to very important. The mean importance score of 2.3 indicates that the importance of the senior administrators performing this task is rated as unimportant.

Task #21: Perform inventories. The responses range from very unimportant to very important. The mean importance score of 2.4 indicates that the importance of the senior administrators performing this task is rated as unimportant.

Task #22: Correspond with other recreation personnel. The responses range from undecided to very important. The mean importance score of 4.4 indicates that the importance of the senior administrators performing this task is rated as important.

Table 24

Office Management Duty: Perceived Importance of Specific
Task Performance By Percentage and Mean Importance Score
Ordered By Rank (N = 17)

Task	Mean [*]	Importance (%) ^{**}					Total (%)
		VI	I	UND.	UI	VUI	
#22 Correspond with other recreation personnel	4.4	41.2	52.9	5.9	-	-	100
#23 Hold staff meetings	4.0	52.9	29.4	-	5.9	11.8	100
#25 Read about latest developments	4.0	23.5	58.8	11.8	5.9	-	100
#18 Establish office routines	3.8	41.2	29.4	5.9	11.8	11.8	100
#24 Schedule staff holidays	3.5	17.6	41.2	11.8	29.4	-	100
#26 Schedule or book facilities	2.9	11.8	35.3	5.9	23.5	23.5	100
#29 Survey space available for programs	2.5	5.9	23.5	5.9	41.2	23.1	100
#21 Perform inventories	2.4	11.8	11.8	-	52.9	23.5	100
#27 Establish program registration procedures	2.4	5.9	23.5	-	41.2	29.4	100
#30 Organize recreation programs	2.4	11.8	11.8	11.8	29.4	35.3	100

* Mean score of importance rating - VI = 5; I = 4; UND = 3;
UI = 2; VUI = 1

** VI = very important; I = important; UND = undecided;
UI = unimportant; VUI = very unimportant

Table 24 (Continued)

Task	Mean [*]		Importance (%) ^{**}					Total (%)
	VI	I	UND.	UI	VUI			
#20 Maintain filing system	2.3	11.8	11.8	-	47.1	29.4	100	
#31 Contact program instructors	2.3	5.9	11.8	17.6	35.3	29.4	100	
#19 Order office supplies	2.2	5.9	11.8	5.9	47.1	29.4	100	
#28 Register participants into programs	2.0	-	11.8	11.8	47.1	-	100	

* Mean score of importance rating - VI = 5; I = 4; UND = 3;
 UI = 2; VUI = 1

** VI = very important; I = important; UND = undecided;
 UI = unimportant; VUI = very unimportant

Task #23: Hold staff meetings. The responses range from very unimportant to very important. The mean importance score of 4.0 indicates that the importance of the senior administrators performing this task is rated as important.

Task #24: Schedule staff holidays. The responses range from unimportant to very important. The mean importance score of 3.5 indicates that the importance of the senior administrators performing this task is rated as important.

Task #25: Read about latest developments. The responses range from unimportant to very important. The mean importance score of 4.0 indicates that the importance of the senior administrators performing this task is rated as important.

Task #26: Schedule or book facilities. The responses range from very unimportant to very important. The mean importance score of 2.9 indicates that the importance of the senior administrators performing this task is rated as undecided. However, 47.1% (8) of the senior administrators felt it was important or very important and 47.1% (8) also felt that their performance of this task was unimportant and very unimportant.

Task #27: Establish program registration procedures. The responses range from very unimportant to very important. The mean importance score of 2.4 indicates that the importance of the senior administrators performing this task is rated as unimportant.

Task #28: Register participants into programs. The responses range from unimportant to important. The mean importance score of 2.0 indicates that the importance of the senior administrators performing this task is rated as unimportant.

Task #29: Survey space available for programs. The responses range from very unimportant to very important. The mean importance score of 2.5 indicates that the importance of the senior administrators performing this task is rated as undecided. However, 64.7% (11) of the senior administrators felt it was unimportant and very unimportant that they perform this task.

Task #30: Organize recreation programs. The responses range from very unimportant to very important. The mean importance score of 2.4 indicates that the importance of the senior administrators performing this task rated as unimportant.

Task #31: Contact program instructors. The responses range from very unimportant to very important. The mean importance score of 2.3 indicates that the importance of the senior administrators performing this task is rated as unimportant.

Discussion. In the order of importance of task performance, from very important to very unimportant, the tasks, based on the mean scores, are ranked as follows:

Task #22	Correspond with other recreation personnel	important
Task #23	Hold staff meetings	important
Task #25	Do reading of latest developments	important
Task #18	Establish office routines	important
Task #24	Schedule staff holidays	important
Task #26	Schedule or book facilities	undecided
Task #29	Survey space available for program use	undecided
Task #21	Perform inventories equipment	unimportant
Task #27	Establish program registration procedures	unimportant

Task #30	Organize recreation programs	unimportant
Task #20	Maintain filing system	unimportant
Task #31	Contact program instructors	unimportant
Task #19	Order office supplies	unimportant
Task #28	Register participants into programs	unimportant

The senior administrators rated five of the fourteen office management tasks as important. These include corresponding with other recreation personnel, holding staff meetings, reading about the latest developments, establishing office routines, and scheduling staff holidays.

Four of the seven tasks rated as unimportant address the administration of recreation programs. The majority of senior administrators felt that their performance of these tasks (establish program registration procedures; organize recreation programs; contact program instructors; register participants into programs) in their jobs were not important.

There were two tasks rated as undecided based upon the mean score. Further analysis of the raw data indicated that the surveying of space available for program use by the senior administrator was rated by 64.7% of them as unimportant and very unimportant. Only six of the nine senior administrators who performed this task felt it was important or very important.

The scheduling or booking of facilities was performed by eight senior administrators. Eight (47.1%) senior administrators felt that their performance of this task was important and very important and eight (47.1%) felt that it was unimportant and very unimportant. It

would appear that those senior administrators who perform this task feel it is important that they personally do it.

Planning Tasks

The senior administrators rated the importance of performing each specific task describing the administrative duty of planning. Each task is discussed individually in terms of the mean importance score and the range of responses each task received. Table 25 (p. 158) shows the planning tasks by mean importance score and percentage of responses.

Task #32: Establish long range goals and objectives. The responses range from important to very important. The mean importance score of 4.9 indicates that the importance of the senior administrators performing this task is rated as very important.

Task #33: Develop policies. The responses range from unimportant to very important. The mean importance score of 4.6 indicates that the importance of the senior administrators performing this task is rated as very important.

Task #34: Administer policies. The responses range from very unimportant to very important. The mean importance score of 4.0 indicates that the importance of the senior administrators performing this task is rated as important.

Task #35: Establish/review joint-use agreements. The responses range from undecided to very important. The mean importance score of 4.4 indicates that the importance of the senior administrators performing this task is rated as important.

Task #36: Assist develop 5 Year Master Plan. The responses range from undecided to very important. The mean importance score of 4.4

Table 25

Planning Duty: Perceived Importance of Specific Task
Performance By Percentage and Mean Importance Score
Ordered By Rank (N=17)

Task	Mean [*]	Importance (%) ^{**}					Total (%)
		VI	I	UND.	UI	VUI	
#32 Establish long range goals and objectives	4.9	88.2	11.8	-	-	-	100
#33 Develop policies	4.6	76.5	17.6	-	5.9	-	100
#35 Establish/review joint-use agreements	4.4	47.1	47.1	5.9	-	-	100
#36 Assist develop 5 Year Master Plan	4.4	47.1	47.1	5.9	-	-	100
#40 Organize recreation facility planning committee	4.1	35.3	52.9	-	11.8	-	100
#34 Administer policies	4.0	41.2	41.2	5.9	5.9	5.9	100
#37 Review/update 5 Year Master Plan	4.0	29.4	52.8	11.8	-	-	100
#41 Conduct feasibility studies	3.9	47.1	23.5	11.8	11.8	5.9	100
#38 Conduct survey	3.6	11.8	58.8	5.9	23.5	-	100
#39 Organize community-wide special events	3.3	17.6	41.2	11.8	17.6	11.8	100

* Mean score of importance rating - VI = 5; I = 4; UND = 3;
UI = 2; VUI = 1

** UI = very important; I = important; UND = undecided;
VI = unimportant; VUI = very unimportant

indicates that the importance of the senior administrators performing this task was rated as important.

Task #37: Review/update 5 Year Master Plan. The responses range from very unimportant to very important. The mean importance score of 4.0 indicates that the importance of the senior administrators performing this task is rated as important.

Task #38: Conduct surveys. The responses range from unimportant to very important. The mean importance score of 3.6 indicates that the importance of the senior administrators performing this task is rated as important.

Task #39: Organize community-wide special events. The responses range from very unimportant to very important. The mean importance score of 3.3 indicates that the importance of the senior administrators performing this task is rated as undecided. However, 58.8% (10) of the senior administrators rated their performance of this task as important and very important and 29.4% (5) rated it as unimportant and very unimportant.

Task #40: Organize recreation facility planning committee. The responses range from unimportant to very important. The mean importance score of 4.1 indicates that the importance of the senior administrators performing this task is rated as important.

Task #41: Conduct feasibility studies. The responses range from very unimportant to very important. The mean importance score of 3.9 indicates that the importance of the senior administrators performing this task is rated as important.

Discussion. In the order of importance of task performance, from very important to very unimportant, the tasks are ranked, based on the

mean importance scores, as follows:

Task #32	Establish long range goals and objectives	very important
Task #33	Develop departmental policies	very important
Task #35	Establish/review joint-use agreements	important
Task #36	Assist develop 5 Year Master Plan	important
Task #40	Organize recreation facility planning committee	important
Task #34	Administer policies	important
Task #37	Review/update 5 Year Master Plan	important
Task #41	Conduct feasibility studies	important
Task #38	conduct surveys	important
Task #39	Organize community-wide special events	undecided

The senior administrators rated two of the planning tasks as "very important", seven tasks as "important" and one task as "undecided".

The establishment of long-range goals and objectives was rated by 88.2% of the senior administrators as "very important". This indicates the senior administrators are perhaps personally committed to strive towards the attainment of department objectives to meet long-range goals.

The second task rated as "very important" is the development of departmental policies. This may indicate the senior administrator's recognition that policies assist the recreation staff in the day-to-day administration of the department. Policies provide guidelines which assist in the establishment of rules and regulations.

The organization of community-wide special events is performed by 70.6% of the senior administrators and is rated as "undecided". However, 58.8% (10) of the senior administrators viewed their performance

of this task as important and very important. This may indicate that this task may be viewed as important or unimportant, depending upon the nature of the event or the senior administrator's priorities at the time.

Public Relations Tasks

The senior administrators rated the importance of performing each specific task describing the administrative duty of public relations. Each task is individually analysed in terms of the mean importance score and the range of responses each task received. Table 26 (p. 162) shows the public relations tasks by mean importance score and percentage of responses.

Task #42: Meet with community groups. The responses range from unimportant to very important. The mean importance score of 4.1 indicates that the importance of the senior administrators performing this task is rated as important.

Task #43: Maintain regular office hours. The responses range from important to very important. The mean importance score of 4.5 indicates that the importance of the senior administrators performing this task rated as very important.

Task #44: Respond to citizen complaints. The responses range from unimportant to very important. The mean importance score of 4.2 indicates that the importance of the senior administrators performing this task is rated as important.

Task #45: Assist community groups get organized. The responses range from unimportant to very important. The mean importance score of 4.1 indicates that the importance of the senior administrators

Table 26

Public Relations Duty: Perceived Importance of Specific Task
Performance By Percentage and Mean Importance Score
Ordered By Rank (N = 17)

Task	Mean [*]	Importance (%) ^{**}					Total (%)
		VI	I	UND.	UI	VUI	
#43 Maintain regular office hours	4.5	47.1	52.9	-	-	-	100
#42 Meet with community groups	4.4	52.9	41.2	-	5.9	-	100
#44 Respond to citizen complaints	4.2	41.2	47.1	5.9	5.9	-	100
#48 Represent the department at community events	4.2	23.5	76.5	-	-	-	100
#45 Assist community groups get organized	4.1	35.3	52.9	-	11.8	-	100
#50 Organize public meetings	3.9	23.5	58.8	5.9	5.9	5.9	100
#51 Solicit citizen participation to sit on committees	3.7	23.5	47.1	11.8	11.8	5.9	100
#49 Assist community groups with grant applications	3.8	29.4	47.1	11.8	-	11.8	100
#47 Write articles for local newspaper	3.5	17.6	41.2	17.6	23.5	-	100
#46 Prepare information brochures	2.8	-	35.3	11.8	47.1	5.9	100

* Mean score of importance rating - VI = 5; I = 4; UND = 3;
UI = 2; VUI = 1

** VI = very important; I = important; UND = undecided;
UI = unimportant; VUI = very unimportant

performing this task is rated as important.

Task #46: Prepare information brochures. The responses range from very unimportant to important. The mean importance score of 2.8 indicates that the importance of the senior administrators performing this task is rated as undecided. However 52.9% (9) of the senior administrators indicated that their performance of this task was rated as unimportant and very unimportant, while only 35.3% (6) rated it as important.

Task #47: Write articles for local newspapers. The responses range from unimportant to very important. The mean importance score of 3.5 indicates that the importance of the senior administrators performing this task is rated important. Ten (58.8%) senior administrators felt that their performance of this task was important or very important. Four (23.5%) senior administrators felt it was unimportant that they perform this task.

Task #48: Represent the department at community events. The responses range from important to very important. The mean importance score of 4.2 indicates that the importance of the senior administrators performing this task is rated as important.

Task #49: Assist community groups with grant applications. The responses range from very unimportant to very important. The mean score of 3.8 indicates that the importance of the senior administrators performing this task is rated as important.

Task #50: Organize public meetings. The responses range from very unimportant to very important. The mean importance score of 3.9 indicates that the importance of the senior administrators performing this task is rated as important.

Task #51: Solicit citizen participation to sit on committees. The responses range from very unimportant to very important. The mean score of 3.7 indicates that the importance of the senior administrators performing this task is rated as important.

Discussion. In the order of importance of task performance, from very important to very unimportant, the tasks are ranked, based on the mean importance scores, as follows:

Task #43	Maintain regular office hours	very important
Task #42	Meet with community groups	important
Task #44	Respond to citizen complaints	important
Task #48	Represent the department at community events	important
Task #45	Assist community groups get organized	important
Task #50	Organize public meetings	important
Task #49	Assist community groups with grant applications	important
Task #51	Solicit citizen participation to sit on committees	important
Task #47	Write articles for local paper	important
Task #46	Prepare information brochures	undecided

The senior administrators perceived that it was very important to keep regular office hours. This is to ensure that they are accessible at all times to the Recreation Board, Executive Body, and especially the public. All other tasks were rated as important with the exception of preparing information brochures. It is suggested that while it may be important that this task be performed, it does not have to be necessarily performed by the senior administrator. In fact, this task

was delegated to the Program Coordinator by 52.9% of the senior administrators.

Recreation Board and Executive Body Tasks

The senior administrators rated the importance of performing each specific task describing the administrative duty of consulting with the recreation board and executive body. Each task is discussed individually in terms of the mean importance score and the range of responses each task received. Table 27 (p. 167) shows the recreation board and executive body tasks by mean importance scores and percentage of responses.

Task #52: Develop policies with Recreation Board. The responses range from important to very important. The mean importance score of 4.7 indicates that the importance of the senior administrators performing this task is rated as very important.

Task #53: Propose policy to Recreation Board and Executive Body. The responses range from unimportant to very important. The mean importance score of 4.5 indicates that the importance of the senior administrators performing this task is rated as very important.

Task #54: Prepare written reports. The responses range from important to very important. The mean importance score of 4.6 indicates that the importance of the senior administrators performing this task is rated as very important.

Task #55: Review leisure services with Recreation Board. The responses range from very unimportant to very important. The mean score of 4.5 indicates that the importance of the senior administrators performing this task is rated as very important.

Table 27

Consulting With The Recreation Board and Executive Body Duty:
 Perceived Importance of Specific Task Performance By
 Percentage and Mean Importance Score Ordered By Rank
 (N = 17)

Task	Mean [*]	Importance (%) ^{**}					Total (%)
		VI	I	UND.	UI	VUI	
#57 Meet with Recreation Board and Executive Body	4.8	82.4	17.6	-	-	-	100
#52 Develop policies with Recreation Board	4.7	70.6	19.4	-	-	-	100
#54 Prepare written reports	4.6	58.8	41.7	-	-	-	100
#53 Propose policy to Recreation Board and Executive Body	4.5	58.8	35.3	-	5.9	-	100
#55 Review leisure services with Recreation Board	4.5	70.6	23.5	-	-	5.9	100
#56 Present grant applications for approval	4.3	52.9	35.3	5.9	-	5.9	100
#58 Prepare budget with Recreation Board	3.6	41.2	29.4	-	5.9	23.5	100

* Mean score of importance rating - VI = 5; I = 4; UND = 3;
 UI = 2; VUI = 1

** VI = very important; I = important; UND = undecided;
 UI = unimportant; VUI = very unimportant

Task #56: Present grant application for approval. The responses range from very unimportant to very important. The mean importance score of 4.3 indicates that the importance of the senior administrators performing this task is rated as important.

Task #57: Meet with Recreation Board and Executive Body. The responses range from important to very important. The mean importance score of 4.8 indicates that the importance of the senior administrators performing this task is rated as very important.

Task #58: Prepare budget with Recreation Board. The responses range from very unimportant to very important. The mean importance score of 3.6 indicates that the importance of the senior administrators performing this task is rated as important.

Discussion. In the order of importance of task performance, from very important to very unimportant, the tasks, based upon the mean importance scores, are ranked as follows:

Task #57	Meet with Recreation Board and Executive	very important
Task #52	Develop policies with Recreation Board	very important
Task #54	Prepare written reports	very important
Task #53	Propose policy to Recreation Board and Executive Body	very important
Task #55	Review leisure services with Recreation Board	very important
Task #56	Present grant applications for approval	important
Task #58	Prepare budget with Recreation Board	important

The seven recreation board and executive body tasks were rated as "very important" and "important". Five of the seven tasks were

perceived by the senior administrators that their performance of these tasks were "very important".

The majority of the senior administrators perceived that those tasks performed for and with the recreation board and executive body were important. The responses indicate that it is important that the senior administrator personally perform these tasks. The recreation board may be advisory, however it can influence the executive body's decisions. The executive body retains decision-making authority therefore it is very important that the senior administrator maintain open lines of communication. This triad relationship must work closely and cooperatively in order for the department to deliver quality programs and services. It is the senior administrator's recognition of this relationship which accounts for the high degree of the importance of task performance by the senior administrators.

Staffing Tasks

The senior administrators rated the importance of performing each specific task describing the administrative duty of staffing. Each task is discussed individually in terms of the mean importance score and the range of responses each task received. Table 28 (p. 170) shows the staffing tasks by mean importance score and percentage of responses.

Task #59: Recruit Assistant Senior Administrator. The responses range from very unimportant to very important. The mean importance score of 1.2 indicates that the importance of the senior administrators performing this task is rated as very unimportant. This task was rated as very important by the senior administrator who had this position in his department.

Table 28

Staffing Duty: Perceived Importance of Specific Task
Performance By Percentage and Mean Importance Score
Ordered By Rank (N = 17)

Task	Mean [*]	Importance (%) ^{**}					Total (%)
		VI	I	UND.	UI	VUI	
#68 Recruit clerical staff	3.8	58.8	11.8	5.9	-	23.5	100
#77 Supervise clerical staff	3.2	35.3	17.6	5.9	11.8	23.5	100
#81 Evaluate Full-Time Supervisory Staff	3.2	29.4	29.4	5.9	-	35.3	100
#78 Train Full-Time Supervising Staff	3.1	29.4	29.4	-	5.9	35.3	100
#71 Supervise Facility Director	3.0	41.2	11.8	-	-	47.1	100
#61 Recruit Facility Director	3.1	52.9	-	-	-	47.1	100
#66 Recruit Facility Maintenance Staff	2.8	17.6	35.3	-	5.9	41.2	100
#70 Supervise Recreation Director	2.8	41.2	5.9	-	-	52.9	100
#82 Evaluate Non-Supervisory Staff	2.7	17.6	17.6	11.8	23.5	29.4	100
#60 Recruit Recreation Director	2.9	47.1	-	-	-	52.9	100
#62 Recruit Parks Director	2.6	41.2	-	-	-	58.8	100

* Mean score of importance rating - VI = 5; I = 4; UND = 3;
UI = 2; VUI = 1

** VI = very important; I = important; UND = undecided;
UI = unimportant; VUI = very unimportant

Table 28 (Continued)

Task	Mean [*]		Importance (%) ^{**}					Total (%)
	VI	I	UND.	UI	VUI			
#65 Recruit Program Coordinator	2.6	23.5	17.6	—	11.8	47.1	100	
#72 Supervise Parks Director	2.5	29.4	11.8	—	—	58.8	100	
#63 Recruit Aquatics Supervisor	2.4	35.3	—	—	—	64.7	100	
#79 Train Non-Supervisory Staff	2.4	11.8	5.9	5.9	58.8	17.6	100	
#80 Train Clerical Staff	2.4	11.8	17.6	—	35.3	35.3	100	
#83 Evaluate Clerical Staff	2.2	5.9	29.4	—	11.8	52.9	100	
#76 Supervise Facility Maintenance Staff	2.1	5.9	23.5	—	17.6	52.9	100	
#67 Recruit Park Maintenance Staff	2.0	11.8	5.9	11.8	11.8	58.8	100	
#75 Supervise Program Coordinator	2.0	11.8	11.8	—	17.6	58.8	100	
#73 Supervise Aquatic Supervisor	1.7	11.8	5.9	—	5.9	76.5	100	
#64 Recruit Operations and Maintenance Supervisor	1.5	11.8	—	—	—	88.2	100	
#74 Supervise Operations and Maintenance Supervisor	1.5	11.8	—	—	—	88.2	100	

* Mean score of importance rating - VI = 5; I = 4; UND = 3;
 UI = 2; VUI = 1

** VI = very important; I = important; UND = undecided;
 UI = unimportant; VUI = very unimportant

Table 28 (Continued)

Task	Mean [*]	Importance (%) ^{**}					Total (%)
		VI	I	UND.	UI	VUI	
#59 Recruit Assistant Senior Administrator	1.2	5.9	-	-	-	94.1	100
#69 Supervise Assistant Senior Administrator	1.2	5.9	-	-	-	94.1	100

* Mean score of importance rating - VI = 5; I = 4; UND = 3;
UI = 2; VUI = 1

** VI = very important; I = important; UND = undecided;
UI = unimportant; VUI = very unimportant

Task #60: Recruit Recreation Director. The responses range from very unimportant to very important. The mean importance score of 2.9 indicates that the importance of the senior administrators performing this task is rated as undecided. This task was rated as very important by eight of the senior administrators who had this position in their departments and was rated as very unimportant by nine of the senior administrators who did not have this position.

Task #61: Recruit Facility Director. The responses range from very unimportant to very important. The mean importance score of 3.1 indicates that the importance of the senior administrators performing this task is rated as undecided. Nine senior administrators who had this position rated this task as very important and eight senior administrators who did not have this position rated their performance of this task in their job as very unimportant.

Task #62: Recruit Parks Director. The responses range from very unimportant to very important. The mean importance score of 2.6 indicates that the importance of the senior administrators performing this task was rated as undecided. Eight senior administrators who had this position rated their performance of this task as very important and nine senior administrators who did not have this position rated their performance of this task in their job as very unimportant.

Task #63: Recruit Aquatics Supervisor. The responses range from very unimportant to very important. The mean importance score of 2.4 indicates that the importance of the senior administrators performing this task is rated as unimportant. Six senior administrators who personally performed this task felt it was very important.

Task #64: Recruit Operations and Maintenance Supervisor. The

responses range from very unimportant to very important. The mean score of 1.5 indicates that the importance of the senior administrators performing this task is rated as unimportant. The two senior administrators who had this position felt it was very important that they perform this task.

Task #65: Recruit Program Coordinator. The responses range from very unimportant to very important. The mean importance score of 2.6 indicates that the importance of the senior administrators performing this task is rated as undecided. However, seven of the ten senior administrators who had this position in their departments felt it was important and very important that they perform this task.

Task #66: Recruit Facility Maintenance Staff. The responses range from very unimportant to very important. The mean importance score of 2.8 indicates that the importance of the senior administrators performing this task is rated as undecided. However, nine of the twelve senior administrators who had these positions in their departments felt it was important and very important that they perform this task.

Task #67: Recruit Parks Maintenance Staff. The responses range from very unimportant to very important. The mean importance score of 2.0 indicates that the importance of the senior administrators performing this task is rated as unimportant. The three senior administrators who performed this task indicated that it was important and very important that they perform this task.

Task #68: Recruit Clerical Staff. The responses range from very unimportant to very important. The mean importance score of 3.8 indicates that the importance of the senior administrators performing this task was rated as important.

Task #69: Supervise Assistant Senior Administrator. The responses range from very unimportant to very important. The mean importance score of 1.2 indicates that the importance of the senior administrators performing this task is rated as very unimportant. One senior administrator had this position and he felt it was very important that he perform this task.

Task #70: Supervise Recreation Director. The responses range from very unimportant to very important. The mean importance score of 2.8 indicates that the importance of the senior administrators performing this task is rated as undecided. However, nine senior administrators who performed this task felt it was very important that they personally perform this task.

Task #71: Supervise Facility Director. The responses range from very unimportant to very important. The mean importance score of 3.0 indicates that the importance of the senior administrators performing this task is rated as undecided. However, nine senior administrators who performed this task felt it was important and very important that they personally perform this task.

Task #72: Supervise Parks Director. The responses range from very unimportant to very important. The mean importance score of 2.5 indicates that the importance of the senior administrators performing this task is rated as undecided. However, seven senior administrators who performed this task felt it was important and very important that they personally perform this task.

Task #73: Supervise Aquatics Supervisor. The responses range from very unimportant to very important. The mean importance score of 1.7 indicates that the importance of the senior administrators performing

this task is rated as unimportant. However, three of the four senior administrators who performed this task felt it was important and very important that they personally perform this task.

Task #74: Supervise Operations and Maintenance Supervisor. The responses range from very unimportant to very important. The mean score of 1.5 indicates that the importance of the senior administrators performing this task is rated unimportant. However, the two senior administrators who had this position in their departments felt it was very important that they perform this task.

Task #75: Supervise Program Coordinator. The responses range from very unimportant to very important. The mean importance score of 2.0 indicates that the importance of the senior administrators performing this task is rated as unimportant. However, four senior administrators who performed this task felt it was important and very important that they personally perform this task.

Task #76: Supervise Facility Maintenance Staff. The responses range from very unimportant to very important. The mean importance score of 2.1 indicates that the importance of the senior administrators performing this task is rated as unimportant. However, five senior administrators who performed this task felt it was important and very important that they personally perform this task.

Task #77: Supervise Clerical Staff. The responses range from very unimportant to very important. The mean importance score of 3.2 indicates that the importance of the senior administrators performing this task is rated as undecided. However, nine of the eleven senior administrators who performed this task felt it was important and very important that they personally perform this task.

Task #78: Train full-time supervising staff. The responses range from very unimportant to very important. The mean importance score of 3.1 indicates that the importance of the senior administrators performing this task is rated as undecided. However, all ten senior administrators who had supervisory staff felt it was important and very important that they perform this task.

Task #79: Train non-supervisory staff. The responses range from very unimportant to very important. The mean importance score of 2.4 indicates that the importance of the senior administrators performing this task is rated as unimportant. However, all three senior administrators who performed this task felt it was important and very important that they personally perform this task.

Task #80: Train Clerical Staff. The responses range from very unimportant to very important. The mean importance score of 2.4 indicates that the importance of the senior administrators performing this task is rated as unimportant. However, all five of the senior administrators who performed this task felt it was important and very important that they personally perform this task.

Task #81: Evaluate full-time supervising staff. The responses range from very unimportant to very important. The mean importance score of 3.2 indicates that the importance of the senior administrators performing this task is rated as undecided. However, ten of eleven senior administrators who performed this task felt it was important and very important that they personally perform this task.

Task #82: Evaluate non-supervisory staff. The responses range from very unimportant to very important. The mean importance score of 2.7 indicates that the importance of the senior administrators

performing this task is rated as undecided. However, all five senior administrators who performed this task felt it was important and very important that they personally perform this task.

Task #83: Evaluate clerical staff. The responses range from very unimportant to very important. The mean importance score of 2.2 indicates that the importance of the senior administrators performing this task is rated as unimportant. Only six of the fourteen senior administrators felt that it was important and very important that they personally perform this task.

Discussion. In the order of the importance of task performance, from very important to very unimportant, the tasks, based on the mean importance scores, are ranked as follows:

Task #68	Recruit Clerical Staff	important
Task #77	Supervise Clerical Staff	undecided
Task #81	Evaluate Full-Time Supervisory Staff	undecided
Task #78	Train Full-Time Supervisory Staff	undecided
Task #71	Supervise Facility Director	undecided
Task #61	Recruit Facility Director	undecided
Task #66	Recruit Facility Maintenance Staff	undecided
Task #70	Supervise Recreation Director	undecided
Task #82	Evaluate Non-Supervisory Staff	undecided
Task #60	Recruit Recreation Director	undecided
Task #62	Recruit Parks Director	undecided
Task #65	Recruit Program Coordinator	undecided
Task #72	Supervise Parks Director	undecided
Task #63	Recruit Aquatics Supervisor	unimportant

Task #79	Train Non-Supervisory Staff	unimportant
Task #80	Train Clerical Staff	unimportant
Task #83	Evaluate Clerical Staff	unimportant
Task #76	Supervise Facility Maintenance Staff	unimportant
Task #67	Recruit Parks Maintenance Staff	unimportant
Task #75	Supervise Program Coordinator	unimportant
Task #73	Supervise Aquatics Supervisor	unimportant
Task #64	Recruit Operations and Maintenance Supervisor	unimportant
Task #74	Supervise Operations and Maintenance Supervisor	unimportant
Task #59	Recruit Assistant Senior Administrator	very unimportant
Task #69	Supervise Assistant Senior Administrator	very unimportant

The senior administrators who had the six full-time supervisory positions in their departments (Assistant Senior Administrator; Directors of Recreation, Parks, and Facilities; Aquatics Supervisor; Operations and Maintenance Supervisor) rated the recruitment of these staff as "very important" in their respective jobs. The supervision of these staff was also rated by each of the senior administrators as "very important" or "important", with one exception. One of the four senior administrators who personally supervised the Aquatics Supervisor felt that this task was "unimportant". It may be surmised that this senior administrator felt that the Aquatics Supervisor had sufficient ability and did not require supervision. The supervision of this staff could have been delegated to another staff member or when compared to the other tasks, the supervision of the Aquatics Supervisor was unimportant to this senior administrator.

The eleven senior administrators who had full-time supervisory staff rated the evaluation and training of these staff as "important" (29.4%) and "very important" (29.4%).

The mean importance scores do not reflect the high importance some of the senior administrators indicated because those senior administrators who did not have the full-time supervisory positions to recruit, supervise, train, and evaluate rated these specific tasks as "very unimportant" because they did not perform these tasks at all.

There were ten departments with a Program Coordinator position. Seven of the ten senior administrators felt it was "important" (17.6%) or "very important" (23.5%) to recruit this staff member. However, only four senior administrators felt it was "important" (11.8%) or "very important" (11.8%) that they supervise this position. It is suggested that the senior administrators perform the recruitment task and delegate the supervision, training and evaluation tasks.

There were fourteen departments with full-time clerical staff. Twelve of the fourteen (85.7%) senior administrators felt it was important that they recruit this person, 64.3% (9/14) felt it was important that they supervise this person, 35.7% (5/14) felt it was important that they provide training for this person and 42.8% (6/14) felt it was important that they evaluate this person. It would also appear that the senior administrators recruit and supervise clerical staff, however the training and evaluation of this person is more often delegated or not performed at all.

Approximately 30% of the senior administrators who recruited, supervised, trained, and evaluated the facilities and parks maintenance staff felt these tasks were important. The majority of senior

administrators delegated this task to supervisory staff.

The senior administrator's perceived importance of task performance is very dependent upon the department's staff complement. Having said that, the majority of senior administrators felt it was "important" that they recruit, supervise, train, and evaluate full-time supervisory staff, and recruit and supervise clerical staff.

There were twelve staffing tasks rated as "undecided" based upon the mean importance score. However, the use of average score as the basis on which to describe the data did not provide an accurate description of these responses. The single factor which caused the "undecided" ratings was that those senior administrators who did not have the full-time supervisory, non-supervisory, and clerical positions in their departments rated the recruitment, supervision, training, and evaluation of these positions as very unimportant. It is assumed that those senior administrators rated their performance of these tasks as very unimportant because they did not perform these tasks in their jobs.

The senior administrators who indicated they personally recruited, supervised, trained, and evaluated the supervisory and non-supervisory staff, rated their performance of these tasks as important and very important.

Summary

The 83 specific tasks were rated as to the senior administrators' perceived importance of performing each task using a 5 point rating scale. Based on mean scores there were 45 (54.2%) tasks rated as important and very important, 19 (22.9%) were undecided, and 19 (22.9%) tasks were rated as unimportant and very unimportant.

The 13 (15.6%) tasks rated as very important described the

administrative duties of planning, public relations and consulting with the recreation board and executive body. The budget administration tasks included coordinating the preparation of the budget, presenting the budget to the recreation board and executive body, reviewing department revenues, and establishing operating and capital budget item priorities. The planning tasks were establishing long range goals and objectives and developing policies. The public relations task addressed the senior administrators maintaining regular office hours. Lastly, the recreation board and executive body tasks included developing policies with and proposing policies to the recreation board, preparing written reports, reviewing leisure services with the recreation board, and meeting with the recreation board and executive body.

The 32 (38.6%) tasks rated as important addressed each of the 7 administrative duties. The assessment tasks included touring parks and facilities and assessing department policies, goals, and objectives. The budget administration tasks included developing budget performance objectives, estimating expected revenues, preparing the operating and capital budgets, authorizing operating and capital expenditures, and reviewing department expenditures. The office management tasks included establishing office routines, corresponding with other recreation personnel, holding staff meetings, scheduling staff holidays, and reading about the latest developments in the recreation field. The planning tasks included administering policies, establishing or reviewing joint-use agreements, developing and reviewing the 5 Year Master Plan, conducting surveys, organizing recreation facility planning committees, and conducting feasibility studies. The public relations tasks included meeting with community groups, responding to citizen

complaints, assisting community groups get organized, writing newspaper articles, representing the department at community events, assisting groups with grant applications, organizing public meetings, and soliciting citizens to sit on committees. The recreation board and executive body tasks included presenting grant applications for approval and preparing the budget with the recreation board. Lastly, based on the mean importance score, the only staffing task rated as important was the supervision of clerical staff. However, those senior administrators who had the full-time supervisory positions to recruit, supervise, train, and evaluate performed these specific tasks and rated their performance of them as "very important" and "important". The mean importance scores did not reflect these responses because a large percentage of the subjects did not have many of the full-time supervisory positions within their departments.

The raw data for the nineteen tasks rated as undecided, based on the mean score, were re-analysed because the arithmetic mean did not provide a true representation of the responses. The re-examination of the data indicated that the majority of the senior administrators had given committed responses. The majority of senior administrators who indicated performance of the tasks felt it was important and very important that they perform them.

There were 19 (22.9%) tasks rated as unimportant and very unimportant. These tasks addressed the administrative duties of office management, and staffing. The 12 staffing tasks rated as unimportant and very unimportant received low mean scores because of the few number of senior administrators who had supervisory staff to recruit, supervise, train and evaluate. The 7 office management tasks were

ordering office supplies, maintaining the filing system, and performing inventories, establishing program registration procedures, registering participants into programs, organizing recreation programs, and contacting the program instructors. The majority of senior administrators perceived that their performance of those office management tasks relating to the administration of recreation programs was unimportant. The data indicated that these program administrative tasks were delegated to subordinate staff by a majority of the senior administrators. Therefore, the senior administrators did not perceive their performance of these tasks as important.

The senior administrators' performance of at least 50% of all 83 tasks describing each of the seven administrative duties were rated as important or very important. The exception was the staffing tasks where only 1 task was rated as important. The senior administrators rated 100% of the budget administration tasks and recreation board and executive body tasks as very important and important, and 90% of the public relations tasks as very important and important. It is obvious that the senior administrators perceive that their personal performance of these particular administrative duties and their respective specific tasks are important. The performance of the budget administration tasks represents the formulation of the department's financial plan. The budget is the means of providing programs and services to the community.

The performance of the public relations tasks may be viewed as being important in order to establish, build, and maintain positive attitudes and relationships between the department and the community.

The performance of the recreation board and executive body tasks may be viewed by the senior administrators as being important because of

the advisory capacity and decision-making authority they respectively hold. The performance of these tasks may affect policy, budget allocation, and the level of programs and services which can be offered.

Chapter 8

Task Performance Summary of the Position of Senior Administrator

The specific tasks performed by the senior administrators have been individually examined in terms of the frequency of task performance and the perceived importance of the senior administrators' performance of each task. It is therefore the purpose of this chapter to summarize the results of the previous three chapters. As well, the results of the following open-ended questions are examined to provide descriptive information.

- (1) What broad areas of administration are under the responsibility of the senior administrator?
- (2) What specific facilities are under the responsibility of the senior administrator?
- (3) What is the approximate percentage of time each administrator spent performing each administrative duty over the previous 12 months?
- (4) What specific tasks do the senior administrators identify as the most essential in their jobs?
- (5) What specific tasks take the senior administrators the most time to complete?
- (6) What specific tasks do the senior

administrators perceive as requiring greater emphasis?

Task Performance Summary of Senior Administrators

Table 29 (p. 188) summarizes the data from chapters 5, 6, and 7. The specific tasks are presented in descending order based upon the percentage of senior administrators indicating task performance.

In summary, approximately 65% (54/83) of the specific tasks are performed by greater than 50% of the senior administrators. This includes all of the budget administration tasks (11), planning tasks (10), and recreation board and executive body tasks (7), and 90% (9) of the public relations tasks, 83.3% (5) of the assessment tasks, 42.9% (6) of the office management tasks, and 24% (6) of the staffing tasks. This indicates that a majority of the senior administrators personally perform 54 different tasks in the performance of their jobs. This suggests that the senior administrator must be knowledgeable and competent in their performance of a variety of tasks, especially those related to budget administration, planning, the recreation board and executive body, and public relations.

As well, 44 of the 54 tasks performed by greater than 50% of the senior administrators are perceived by them that it is "very important" and "important" that they perform these tasks. This indicates that the senior administrators perceive these tasks as major aspects of their jobs and these tasks must be, and perhaps can only be, performed by the senior administrator. The other nine tasks are rated as "undecided". This includes the organization of community-wide special events, the supervision of clerical staff, the evaluation of full-time supervisory

Table 29

Task Performance Summary Of Task Performance
Frequency and Importance of Task Performance Ordered By Percentage
(N = 17)

Administrative Duty	Task #	Specific Tasks	% Task Perf. by Senior Administrators	Frequency of Task Perf. Frequency	Importance of Task Perf. Importance
Budget Administration	10	Coordinate the preparation of the budget proposal	100%	Annual	V.I.
Planning	32	Establish departmental long range goals and objectives	100	Semi-Annual	V.I.
Rec. Board & Executive	57	Meet with Recreation Board and Executive	100	1-2X/month	V.I.
Budget Administration	11	Present proposed budget to Recreation Board & Executive	100	Annual	V.I.
Budget Administration	16	Establish operating budget item priorities	100	Semi-annual	V.I.
Budget Administration	17	Establish capital budget item priorities	100	Annual	V.I.
Rec. Board & Executive	54	Prepare written reports for Recreation Board & Executives as requested	100	1-2X/month	V.I.

Table 29 (Continued)

Administrative Duty	Task #	Specific Tasks	% Task Perf. by Senior Administrators	Frequency of Task Perf. Frequency	Importance of Task Perf. Importance
Budget Administration	15	Review departmental revenues	100	1-2X/month	V.I.
Office Management	22	Correspond with recreation personnel in other jurisdictions	100	1-2X/month	I.
Assessment	3	Tour parks and facilities	100	1-2X/month	I.
Rec. Board & Executive	52	Develop departmental policies with Recreation Board	94.1	Bimonthly	V.I.
Planning	33	Develop departmental policies	94.1	Bimonthly	V.I.
Public Relations	43	Maintain regular office hours to be available to the public	94.1	Daily	V.I.
Rec. Board & Executive	53	Propose policy to Recreation Board and Executive for approval and implementation	94.1	Semi-annual	V.I.
Rec. Board & Executive	55	Review departmental leisure services with Recreation Board	94.1	Bimonthly	V.I.
Planning	35	Establish or review joint-use agreement with local Board of Education	94.1	Annual	I.

Table 29 (Continued)

Administrative Duty	Task #	Specific Tasks	% Task Perf. by Senior Administrators	Frequency of Task Perf. Frequency	Importance of Task Perf. Importance
Planning	36	Assist with the development of the department's 5 Year Master Plan	94.1	Semi-annual	I.
Public Relations	42	Meet with community groups regarding leisure services	94.1	Bimonthly	I.
Public Relations	44	Respond to citizen complaints regarding leisure services	94.1	1-2X/month	I.
Public Relations	48	Represent the department at community events	94.1	Bimonthly	I.
Office Management	25	Do reading and research of latest developments in municipal recreation field	94.1	Bimonthly	I.
Budget Administration	14	Review departmental expenditures	88.2	1-2X/month	I.
Budget Administration	12	Authorize operating expenditures	88.2	1-2X/week	I.
Rec. Board & Executive	56	Present grant applications for approval	88.2	Semi-annual	I.
Planning	41	Conduct studies to determine the feasibility of building recreation facilities	88.2	Semi-annual	I.

Table 29 (Continued)

Administrative Duty	Task #	Specific Tasks	% Task Perf. by Senior Administrators	Frequency of Task Perf. Frequency	Importance of Task Perf. Importance
Public Relations	50	Organize and chair public meetings regarding recreation matters	88.2	Semi-annual	I.
Office Management	24	Schedule staff holidays	88.2	Annual	I.
Assessment	5	Assess departmental goals and objectives	70.6	Semi-annual	I.
Budget Administration	8	Estimate expected revenues	82.4	Semi-annual	I.
Public Relations	45	Assist community groups get organized to provide leisure services	82.4	1-2X/month	I.
Office Management	23	Staff meetings	82.4	1-2X/month	I.
Planning	37	Review or update the department's 5 Year Master Plan	82.4	Annual	I.
Budget Administration	13	Authorize capital expenditures	82.4	Bimonthly	I.
Planning	40	Sit on facility planning committee	76.5	Semi-annual	I.

Table 29 (Continued)

Administrative Duty	Task #	Specific Tasks	% Task Perf. by Senior Administrators	Frequency of Task Perf. Frequency	Importance of Task Perf. Importance
Budget Administration	9	Estimate and prepare capital and operational budget	82.4	Annual	I.
Planning	34	Administer departmental policies	76.5	1-2X/month	I.
Budget Administration	7	Develop specific budget performance objectives	76.5	Semi-annual	I.
Assessment	4	Assess departmental policies	76.5	Semi-annual	I.
Office Management	18	Establish office routines	76.5	Bimonthly	I.
Public Relations	49	Assist community groups with grant applications	76.5	Semi-annual	I.
Staffing	68	Recruit Clerical Staff	70.6	Annual/less	I.
Planning	38	Conduct surveys to determine community recreational needs	70.6	Annual	I.
Planning	39	Organize community-wide special recreation events	70.6	Semi-annual	UND.
Rec. Board & Executive	58	Prepare departmental budget with Recreation Board	64.7	Annual	I.

Table 29 (Continued)

Administrative Duty	Task #	Specific Tasks	% Task Perf. by Senior Administrators	Frequency of Task Perf. Frequency	Importance of Task Perf. Importance
Staffing	77	Supervise Clerical Staff	64.7	1-2X/month	UND.
Staffing	81	Evaluate full-time supervisory staff	64.7	Annual	UND.
Public Relations	47	Write articles for local newspaper	58.8	Bimonthly	UND.
Public Relations	51	Solicit citizen participation to sit on leisure service committees	58.8	Semi-annual	I.
Assessment	6	Assess leisure services provided by private agencies	58.8	Annual	UND.
Staffing	78	Train full-time supervisory staff	58.8	Semi-annual	UND.
Staffing	61	Recruit Facility Director	52.9	Never	UND.
Assessment	2	Visit Recreation Programs	52.9	Bimonthly	UND.
Office Management	29	Survey space and facilities available for program use	52.9	Semi-annual	UND.
Staffing	71	Supervise Facility Director	52.9	Bimonthly	UND.
Office Management	26	Schedule or book facilities	47.1	Semi-annual	UND.

Table 29 (Continued)

Administrative Duty	Task #	Specific Tasks	% Task Perf. by Senior Administrators	Frequency of Task Perf. Frequency	Importance of Task Perf. Importance
Staffing	70	Supervise Recreation Director	47.1	Bimonthly	UND.
Staffing	60	Recruit Recreation Director	47.1	Annual/less	U.I.
Public Relations	46	Prepare information brochures of department leisure service	41.2	Semi-annual	UND.
Staffing	62	Recruit Parks Director	41.2	Never	UND.
Staffing	72	Supervise Parks Director	41.2	Semi-annual	UND.
Staffing	66	Recruit Facility Maintenance Staff	35.3	Annual/less	UND.
Staffing	63	Recruit Aquatics Supervisor	35.3	Never	U.I.
Staffing	83	Evaluate Clerical Staff	35.3	Annual	U.I.
Staffing	82	Evaluate non-supervisory staff	29.4	Annual	UND.
Assessment	1	Compile attendance figures of programs and facility use	29.4	Annual	UND.
Office Management	27	Establish program registration procedures	29.4	Semi-annual	U.I.

Table 29 (Continued)

Administrative Duty	Task #	Specific Tasks	% Task Perf. by Senior Administrators	Frequency of Task Perf. Frequency	Importance of Task Perf. Importance
Office Management	30	Organize recreation programs	29.4	Annual	U.I.
Staffing	80	Train Clerical Staff	29.4	Annual	U.I.
Staffing	76	Supervise Facility Maintenance Staff	29.4	Semi-annual	U.I.
Staffing	65	Recruit Program Coordinator	23.5	Annual/less	UND.
Office Management	21	Perform inventories of supplies and equipment	23.5	Annual	U.I.
Office Management	20	Maintain filing system	23.5	Semi-annual	U.I.
Office Management	28	Register participants into programs	23.5	Semi-annual	U.I.
Staffing	75	Supervise Program Coordinator	23.5	Annual	U.I.
Staffing	73	Supervise Aquatics Supervisor	23.5	Semi-annual	U.I.
Staffing	79	Train non-supervisory staff	17.6	Annual	U.I.
Office Management	31	Contact program instructors	17.6	Annual	U.I.

Table 29 (Continued)

Administrative Duty	Task #	Specific Tasks	% Task Perf. by Senior Administrators	Frequency of Task Perf. Frequency	Importance of Task Perf. Importance
Office Management	19	Order office supplies	17.6	Semi-annual	U.I.
Staffing	67	Recruit Parks Maintenance Staff	17.6	Never	U.I.
Staffing	64	Recruit Operations and Maintenance Supervisor	11.8	Never	U.I.
Staffing	74	Supervise Operations and Maintenance Supervisor	11.8	Annual	U.I.
Staffing	59	Recruit Assistant Senior Administrator	5.9	Never	V.U.I.
Staffing	69	Supervise Assistant Senior Administrator	5.9	Never	V.U.I.

staff, the recruitment of the Facility Director, the surveying of space available for program use, writing articles for local newspapers, assessing leisure services provided by private agencies and visiting recreation programs.

The remaining 34 tasks are performed by less than 50% of the senior administrators and are perceived to be "undecided", "unimportant", or "very unimportant".

In terms of the frequency of task performance by senior administrators, the performance of some tasks are related to their cyclical nature, for example the budget administration tasks of coordinating the preparation of the budget proposal may be performed once per year and reviewing departmental revenues may be performed 1 to 2 times per month. Therefore it cannot be assumed that the more frequently a task is performed, the greater the importance of task performance. An examination of the 13 specific tasks which are rated as very important indicates that the frequency of task performance ranges from 1 to 2 times per month to once per year.

Open-Ended Questions

The senior administrators were asked six open-ended questions to obtain descriptive information regarding their broad areas of administration, the facilities under their responsibility, the approximate percentage of time they spend performing each administrative duty, the most essential tasks they perform, the task which take the most time to complete, and lastly, the tasks which they perceive require greater emphasis.

Broad Areas of Administration. The senior administrators indicate that they are responsible for 10 broad areas of administration. Table

Table 30

Broad Areas of Responsibility
By Frequency and Percentage
(N = 17)

Broad Areas of Administration	Responsibility	
	f	%
recreation programming	16	94.1
recreation facilities	15	88.2
parks/open space development	13	76.5
family and community social services	4	23.5
municipal planning commission	4	23.5
day care services	2	11.8
municipal library	1	5.9
municipal secretary	1	5.9
community bus services	1	5.9
development control officer	1	5.9

30 (p. 198) indicates that the provision of recreation programs for the community (94.1%), recreation facilities (88.2%), and parks and open space (76.5%) are the three main areas identified as the overall responsibility of the senior administrators.

The other seven areas identified can perhaps be described as exceptional cases, especially two of the last four where the senior administrators served a dual purpose of being responsible for the leisure services department as well as assuming the position of municipal secretary or the development control officer.

The responses of the senior administrators indicate that recreation programs, facilities, and parks are the more traditional responsibilities of the municipal leisure services department. However, the apparent diversity may indicate a trend towards giving the senior administrator greater responsibility for a broader area and thus make the administrator more of a generalist with broad skills and knowledge rather than a specialist with specific skills and knowledge.

This trend towards diversity is also apparent in the many types of facilities under the responsibility of the senior administrators.

Facilities Under the Responsibility of Senior Administrators. The senior administrators indicate that they are responsible for seventeen different facilities. There are four facilities which may not traditionally be considered to fall normally under the jurisdiction of the municipal leisure services department. These are multi-purpose facilities (23.5%), libraries (17.6%), municipal buildings (17.6%), and senior citizen's centres (5.9%). The senior administrators who are responsible, in some way, for these four facilities indicate that the department's responsibility is limited to maintaining the grounds of libraries municipal buildings and senior citizen's centres, scheduling the use of multi-purpose facilities by community groups, and scheduling multi-purpose facilities and senior citizen's centres for department-sponsored recreation programs.

Table 31 (p. 200) indicates that the majority of the senior administrators are responsible for an indoor arena (82.4%), an indoor or outdoor pool (82.4%), sports fields (82.4%), parks and open space (76.5%), and outdoor rinks (64.7%).

Table 31

Facilities Under the Responsibility
of the Senior Administrators
by Frequency and Percentage
(N = 17)

Facilities	Responsibility	
	f	%
indoor arena	14	82.4
sports fields	14	82.4
parks/open spaces	13	76.5
outdoor rinks	11	64.7
indoor pool	7	41.2
outdoor pool	7	41.2
community hall	7	41.2
curling rink	6	35.3
multi-purpose facility	4	23.5
library/cultural building	3	17.6
municipal buildings	3	17.6
art and craft building	3	17.6
racquet courts	2	11.8
cemetery	2	11.8
outdoor education centres	1	5.9
fair grounds	1	5.9
senior citizens centre	1	5.9

The high percentage of senior administrators who are responsible for arenas and pools in the communities may be attributed to the availability of provincial government grants for the construction of these facilities. Some arenas were financed with matching grant money from the Department of Agriculture's grant program. The local Agricultural Society was eligible for a grant and therefore some indoor arena complexes are called "Agrena". The majority of the indoor arenas and swimming pools were built with matching grant money from the Major Culture and Recreation Facilities Grant Program (M.C.R. Program).

The responsibility of maintaining and planning parks, open space, and sports fields has traditionally been with the municipal leisure services department. The municipalities have followed tradition in assigning this responsibility to the senior administrator's department.

Time Spent Performing Administrative Duties. The senior administrators were asked to indicate the approximate percentage of time spent performing each administrative duty over the previous twelve months. Table 32 (p. 202) shows the individual responses by administrative duty and includes the average percentage of time.

Senior administrators spent the majority of their time (18.23%) performing planning tasks. As well, eight subjects indicate that they spent the highest percentage of their time performing the planning duty.

Performing office management tasks received the second highest percentage of time allotment (16.6%). There are five subjects who indicate they spent most of their time performing the office management duty.

The senior administrators indicate that they spent 13.62% of their time performing public relations tasks. The performance of the public

relations tasks is given the highest percentage of time allotment by three subjects.

The staffing duty is ranked fourth as utilizing 13.35% of the senior administrators' time. Three subjects indicate that performing staffing tasks occupied most of their time.

Performing recreation board and executive body tasks utilizes 12.21% of the senior administrators' time. Three subjects indicate that they spent most of their time performing these tasks.

Only one subject spent most of his time performing budget administration tasks. This administrative duty occupies 10.76% of the senior administrators' time.

Assessment tasks occupy 6.94% of the subjects' time. No subjects indicate that they spent most of their time performing this administrative duty.

Lastly the senior administrators spend an average of 8.29% of their time performing tasks which do not relate to the administration of the municipal leisure services department. This includes performing tasks while occupying the positions of municipal secretary, or development control officer, or with the municipal planning commission. A minority of the senior administrators also performed tasks for day care services and the Family and Community Support Services (F.C.S.S.).

Most Essential Tasks Performed. The senior administrators were asked to indicate those specific tasks which they feel are the most essential (ie. the tasks are important) in their jobs. The 17 subjects gave 56 responses and identified 15 separate specific tasks. Table 33 (p. 204) identifies the specific tasks and the frequency and percentage

Table 33
Most Essential Specific Tasks Performed
by Frequency and Percentage Ordered by Rank
(N = 17)

Administrative Duty	Task #	Specific Task	f	%
Budget Administration	14	Review departmental expenditures	8	47.1
Budget Administration	9	Prepare capital and operational budget	7	41.2
Recreation Board & Executive	57	Meet with Recreation Board and Executive	6	35.3
Staffing	General	Supervise staff	6	35.3
Planning	37	Review or update department's 5 Year Master Plan	5	29.4
Office Management	30	Organize recreation programs	5	29.4
Planning	33	Develop departmental policies	4	23.5
Office Management	26	Schedule/book recreation facilities	4	23.5
Planning	40	Organize and Sit on Facility Planning Committee	4	23.5
Public Relations	49	Assist community groups with grant applications	4	23.5
Planning	35	Establish or review joint-use agreements	3	17.6
Public Relations	42	Meet with community groups re department leisure services	3	17.6
Staffing	General	Train staff	3	17.6
Office Management	23	Hold department staff meetings	2	11.8
Assessment	4	Assess departmental policies	1	5.9
Planning	32	Establish departmental long range goals and objectives	1	5.9
Recreation Board & Executive	53	Propose policy to Recreation Board & Executive for approval & implementation	1	5.9

of the specific tasks determined to be the most essential by the senior administrators.

When the specific tasks identified as most essential by the subjects are compared to their respective mean importance scores, all tasks are rated as very important or important with 2 exceptions. These are Task #26 and Task #30.

Task #26 (Schedule/book facilities) is performed by 47.1% of the subjects. The average frequency of performance is twice per year. The mean importance score is rated as undecided ($\bar{x} = 2.9$). This suggests that the majority of senior administrators do not perform this task very often and are undecided in terms of the importance of their performance of this task. The four subjects who identified the scheduling or booking of facilities as an essential task perceived this task to be an important part of their job. However, this is not perceived to be an essential task for 76.5% of the subjects.

Task #30 (organize recreation programs) is performed by 29.4% (5) of the subjects. This task is performed by the senior administrators on an average of once per year. This suggests that the majority of senior administrators seldom, or rarely, perform this task. The performance of this task may be essential to the five subjects who identify it as much, however, the majority (70.6%) neither perform it nor see it as an important part of their job.

The senior administrators identified five specific planning tasks which they perceive to be the most essential. However the preparation of the budget and reviewing expenditures received the most individual responses.

When the frequencies and percentages of the tasks identified as the most essential are compared with the frequencies and percentages of the same tasks regarding the senior administrators' perceived importance of task performance, the following observations resulted:

(1) Review department expenditures: Thirteen (76.5%) senior administrators felt it was important that they perform this task and eight (47.1%) senior administrators felt that the task was essential.

(2) Prepare capital and operational budget: Thirteen (76.5%) senior administrators felt it was important that they perform this task and seven (41.2%) senior administrators felt that the task was essential.

(3) Meet with the recreation board and executive body: All 17 of the senior administrators felt it was important that they perform this task and six (35.3%) senior administrators felt that the task was essential.

(4) Review or update the 5 Year Master Plan: Fifteen (88.2%) senior administrators felt that it was important that they perform this task and five (29.4%) senior administrators felt that the task was essential.

(5) Organize recreation programs: Four (23.5%) senior administrators felt that it was important that they perform this task and five (29.4%) senior administrators felt that the task was essential.

(6) Develop departmental policies: Sixteen (94.1%) senior administrators felt that it was important that they perform this task and four (23.5%) senior administrators felt that the task was essential.

(7) Schedule or book facilities: Eight (47.1%) senior administrators felt it was important that they perform this task and

four (23.5%) senior administrators felt that the task was essential.

(8) Organize and sit on Facility Planning Committee: Fifteen (88.2%) senior administrators felt that it was important that they perform this task and four (23.5%) senior administrators felt that the task was essential.

(9) Assist community groups with grant applications: Thirteen (76.5%) senior administrators felt that it was important that they perform this task and four (23.5%) senior administrators felt that the task was essential.

(10) Establish or review joint-use agreement: Sixteen (94.1%) senior administrators felt that it was important that they perform this task and three (17.6%) senior administrators felt that the task was essential.

(11) Meet with community groups regarding department leisure services: Sixteen (94.1%) senior administrators felt that it was important that they perform this task and three (17.6%) senior administrators felt that the task was essential.

(12) Hold department staff meetings: Fourteen (82.4%) senior administrators felt that it was important that they perform this task and two (11.8%) senior administrators felt that the task was essential.

(13) Assess departmental policies: Thirteen (76.5%) senior administrators felt that it was important that they perform this task and one (5.9%) senior administrator felt that the task was essential.

(14) Establish department long range goals and objectives: All seventeen of the senior administrators felt that it was important that they perform this task and one (5.9%) senior administrator felt that the task was essential.

(15) Propose policy to the recreation board and executive body for approval: Sixteen (94.1%) senior administrators felt that it was important that they perform this task and one (5.9%) senior administrator felt that the task was essential.

(16) The supervision and training of department staff were rated as important and very important by the fourteen (82.4%) senior administrators who had the positions in their departments. Six (35.3%) of the fourteen senior administrators with full-time staff felt that the supervision of these staff was an essential task. Three (17.6%) senior administrators felt that training staff was an essential task.

With the exception of organizing recreation programs and scheduling or booking facilities, a large majority of the senior administrators felt that it was important that they perform these tasks, however, very few senior administrators felt that these were essential tasks in their jobs. This suggests that the senior administrators do not personally view these tasks as important and it may be the influence of role expectations which accounts for their responses which indicate that they perceive it is important that they perform these tasks.

Specific Tasks Requiring the Most Time to Complete. The senior administrators identified twelve specific tasks which they feel takes the most time to complete. The 43 responses address the administrative duties of budget administration, planning, and office management. Table 34 (p. 209) indicates that there are six budget administration tasks, five planning tasks and one office management task which require the most time to complete.

The results indicate that the specific tasks related to the preparation, presentation, and control of the department's operating and

Table 34

Specific Tasks Requiring the Most Time
to Complete by Frequency and Percentage Ordered By Rank
(N = 17)

Administrative Duty	Task #	Specific Task	f	%
Budget Administration	9	Prepare capital and operational budget proposal	8	47.1
Planning	40	Organize and sit on Facility Planning Committee	8	47.1
Budget Administration	14	Review departmental expenditures	5	29.4
Budget Administration	16	Establish operating budget item priorities	5	29.4
Budget Administration	11	Present budget proposal to Recreation Board & Executive	4	23.5
Planning	35	Establish/review joint-use agreements with local Board of Education	4	23.5
Budget Administration	10	Coordinate preparation of budget proposal	3	17.6
Budget Administration	17	Establish capital budget item priorities	2	11.8
Planning	37	Review and update departmental 5 Year Master Plan	2	11.8
Office Management	30	Organize recreation programs	2	11.8
Planning	39	Organize community-wide recreation events	2	11.8
Planning	32	Establish departmental long range goals and objectives	1	5.9

capital budget takes the most time to complete. In effect, the budget process, although identified as an annual item (budget prepared once per year), is lengthy, requires much preparation time, and requires continuous monitoring for control.

The specific tasks related to planning also encompasses a great deal of time as indicated by the responses. The planning tasks require much time and energy, with planning continuing for many months before completion. This is supported by the identification of task #40 (organize and sit on Facility Planning Committee), task #35 (establish/review joint-use agreements with the local Board of Education) and task #37 (review or update the department's 5 Year Master Plan).

Two senior administrators indicate that the organization of recreation programs (Task #30) takes the most time to complete. It is suggested that these senior administrators were two of the three one-person departments included in this study. Therefore these subjects directly organized and administered the recreation programs.

A comparison of the list of most essential tasks performed by the senior administrators (Table 33, p. 204) with the list of tasks which require the most time to complete reveals that Tables 33 and 34 have seven tasks in common. This may suggest that the greater amount of time required to complete the task, the more essential the task. The seven tasks are preparing the capital and operational budget, organizing the Facility Planning Committee, reviewing department expenditures, establishing or reviewing joint-use agreements, updating or revising the Master Plan, organizing recreation programs, and establishing department goals and objectives.

Specific Tasks Perceived To Require Greater Emphasis. The senior administrators gave 33 responses and identified fourteen specific tasks to which they perceive require greater emphasis. Budget administration, and recreation board and executive body tasks were not represented in the responses.

Table 35 (p. 212) identifies the specific tasks and the frequency and percentage of responses. In total there were three assessment tasks, two office administration tasks, four planning tasks, three public relations tasks, and two staffing tasks.

The four specific tasks which received the greatest number of responses are the following:

- Task #32 Establish departmental long range goals and objectives (7/33)
- Task #42 Meet with community groups regarding departmental leisure services (6/33).
- Task #30 Organize recreation programs (5/33).
- Task #25 Read about the latest developments in municipal recreation fields (4/33)

A comparison of the fourteen tasks requiring greater emphasis with the average frequency weights suggested the following about each specific task.

(1) Establish department long term goals and objectives: Seven (41.2%) senior administrators indicated that they would like to perform this task more often than twice per year.

(2) Meet with community groups regarding leisure services: Six (35.3%) senior administrators indicated that they would like to perform this task more often than once every two months.

Table 35

Specific Tasks Which are Perceived as Requiring Greater Emphasis
By Frequency and Percentage Ordered By Rank
(N = 17)

Administrative Duty	Task #	Specific Task	f	%
Planning	32	Establish departmental long range goals and objectives	7	41.2
Public Relations	42	Meet with community groups regarding departments leisure services	6	35.3
Office Management	30	Organize recreation programs	5	29.4
Office Management	25	Read latest developments in the municipal recreation field	4	23.5
Public Relations	51	Solicit citizen participation to sit on leisure service committees	2	11.8
Assessment	2	Visit recreation programs in progress	1	5.9
Assessment	3	Tour parks and facilities	1	5.9
Assessment	5	Assess departmental goals and objectives	1	5.9
Planning	33	Develop departmental policies	1	5.9
Planning	37	Review or update departmental 5 Year Master Plan	1	5.9
Planning	38	Conduct surveys to determine community needs	1	5.9
Public Relations	45	Assist community groups get organized to provide leisure services	1	5.9
Staffing	general	Staff training	1	5.9
Staffing	general	Staff evaluation	1	5.9

(3) Organize recreation programs: Five (29.4%) senior administrators indicated that they would like to perform this task more often than once per year.

(4) Read about the latest developments in the field: Four (23.5%) senior administrators felt that they would like to perform this task more often than once every two months.

(5) Solicit citizen participation to sit on leisure service committees: Two (11.8%) senior administrators felt that they would like to perform this task more often than twice per year.

(6) Visit recreation programs: One (5.9%) senior administrator felt that he would like to perform this task more often than once every two months.

(7) Tour parks and facilities: One (5.9%) senior administrator felt that he would like to perform this task more often than 1 to 2 times per month.

(8) Assess department goals and objectives: One (5.9%) senior administrator felt that he would like to perform this task more often than twice per year.

(9) Develop departmental policies: One (5.9%) senior administrator felt that he would like to perform this task more often than once every two months.

(10) Review or update Master Plan: One (5.9%) senior administrator felt that he would like to perform this task more often than once per year.

(11) Conduct surveys of community needs: One (5.9%) senior administrator felt that he would like to perform this task more often than once per year.

(12) Assist community groups get organized: One (5.9%) senior administrator felt that he would like to perform this task more often than 1 to 2 times per month.

(13) Train Staff: One (5.9%) senior administrator felt that he would like to perform this task more often than once or twice per year.

(14) Evaluate Staff: One (5.9%) senior administrator felt that he would like to perform this task more often than once per year.

In summary, the senior administrators gave 33 responses and wished to give greater emphasis to fourteen different tasks.

A comparison was made between the fourteen task requiring greater emphasis and the seventeen tasks considered to be the most essential (Table 33, p. 204) by the senior administrators. The results indicated that there were six tasks which were considered to be essential and were also perceived by the senior administrators to require greater emphasis. The six tasks are as follows:

(1) Establish department long range goals and objectives: Seven (41.2%) senior administrators felt that they would like to give greater emphasis to the task. One (5.9%) senior administrator felt that this was an essential task.

(2) Meet with community groups regarding leisure services: Six (35.3%) senior administrators felt that they would like to give greater emphasis to this task. Three (17.6%) senior administrators felt that this was an essential task.

(3) Organize recreation programs: Five (29.4%) senior administrators felt that they would like to give greater emphasis to this task. Five (29.4%) senior administrators also felt that this was an essential task.

(4) Develop departmental policies: One (5.9%) senior administrator felt that he would like to give greater emphasis to this task. Four (23.5%) senior administrators felt that this was an essential task.

(5) Review or update 5 Year Master Plan: One (5.9%) senior administrator felt that he would like to give greater emphasis to this task. Five (29.4%) senior administrators felt that this was an essential task.

(6) Train staff: One (5.9%) senior administrator felt that he would like to give greater emphasis to this task. Three (17.6%) senior administrators felt that this was an essential task.

The results suggest that twelve senior administrators felt that developing policies, reviewing the Master Plan, and training staff were essential tasks, however only three senior administrators wished to spend more time performing these tasks.

Nine senior administrators felt that establishing department goals and objectives, meeting with community groups regarding leisure services, and organizing recreation programs were essential tasks and eighteen senior administrators wished to give greater emphasis to these tasks. This indicates that more senior administrators feel that they should spend more of their time performing these last three tasks.

Summary

When the responses to the open-ended questions are compared, the planning tasks rank second as the most essential to be performed (17/56). The senior administrators spend the most time performing the planning duty (18.23%), planning ranks second (17/43) in terms of requiring the most time to complete, and performing planning tasks ranks first (10/33).

regarding the specific tasks which the senior administrators perceive as requiring greater emphasis.

Budget administration ranks sixth (10.76%) in terms of overall percentage of time. However, it received the most responses (27/43) regarding specific tasks requiring the most time to complete. Budget administration ranks first as the most essential tasks performed (15/56). No subjects wished to give greater emphasis to these administrative tasks. All of the budget administration tasks were performed by a minimum of 64.7% of the subjects.

Recreation board and executive body tasks ranks fifth (12.25%) in overall percentage of time and ranks fourth (7/56) as the most essential tasks performed.

Office management tasks ranks second (16.60%) in overall percentage of time and ranks third (9/33) as tasks requiring greater emphasis. There are 5 (62.5%) office management tasks performed by a minimum of 70.6% of the subjects.

Public relations tasks ranks third (13.62%) in overall percentage of time, fourth (7/56) in terms of tasks which are perceived to be the most essential, and ranks second (9/33) as tasks requiring greater emphasis. There are 7 (70.0%) public relations tasks performed by a minimum of 76.5% of the subjects.

The performance of assessment tasks ranks seventh (6.94%) in overall percentage of time and ranks third (3/33) in terms of those tasks requiring greater emphasis.

Lastly, the staffing tasks rank fourth (13.35%) in overall percentage of time. Due to the variation in the number of full-time supervisory and non-supervisory staff, the staffing tasks received

relatively low average frequency weights and mean importance scores. However, the staffing tasks ranks third (9/56) in terms of the most essential tasks performed.

The result of the comparison made between the most essential tasks performed and their respective mean importance scores suggested that these tasks were not viewed as important by a majority of senior administrators. However, a large majority of the senior administrators felt that it was important that they perform them. It was suggested that role set members felt that the performance of these tasks were important and/or the tasks themselves were important, therefore the senior administrators felt it was important that they perform them.

The result of the comparison made between the most essential tasks performed and the tasks requiring the most time to complete suggested that the more time required to complete the task, the more essential the task was to the senior administrators.

The result of the comparison made between the tasks requiring greater emphasis and their respective average frequency weight indicated that the senior administrators wished to perform fourteen tasks more frequently.

Lastly, the result of the comparison made between the tasks requiring greater emphasis and the tasks considered to be the most essential indicated that there were six tasks which were considered to be essential and were also identified as requiring greater emphasis by the senior administrators.

Chapter 9

Conclusions, Implications, and Recommendations

This chapter includes a review of the procedures and findings of the study. Conclusions have been drawn from the results and the subsequent implications for research and for practise have been discussed. Lastly, recommendations are made for further research.

The overall purpose of the study was to describe the administrative duties and specific tasks of senior municipal recreation administrators using a job analysis approach. The two main problems were to determine the administrative duties of senior administrators and describe the specific tasks performed by senior administrators. There were three sub-problems related to specific task performance. These were to determine the frequency of task performance and the perceived importance of task performance, and to compare the normative responsibilities, as suggested by selected writers in current recreation literature, with the specific task performance of the senior administrators.

Chapter 2 included a review of selected management and administration literature to determine the use of administrative duties. A review of selected recreation literature was conducted to determine the normative responsibilities of senior administrators. Lastly, a discussion of Bakke's (1953) model of the fusion process and Katz and Kahn's (1978) model of the taking of organizational roles provided conceptual support for the use of Getzels and Guba's (1957) model of administrative behavior as the conceptual framework for this study.

The data were gathered during interviews with 17 selected senior administrators of municipal leisure services departments in the Province

of Alberta and were reported in Chapters 4 to 8 inclusive. Chapter 4 defined the seven administrative duties and 83 specific tasks. Chapter 5 reported the number of senior administrators performing each specific task. Chapter 6 reported the frequency of task performance. Chapter 7 reported the senior administrators' perceived importance of task performance. Chapter 8 summarized the results of the previous three chapters to develop a task performance summary of the position of senior administrator.

Results

The two main problems and three sub-problems are discussed in terms of the results of each.

Problem 1. The first main problem stated: What administrative duties were the responsibility of senior administrators?

A review of the management and administration literature indicated that the writers had developed individual lists of what each considered to be the duties of administrators (See Table 1, p. 10). Each of the nineteen writers attempted to describe the duties of all administrators. There was obvious disagreement and diversity among the writers. The three administrative duties which received the widest acceptance were planning, organizing, and controlling. Once the specific tasks were determined, the researcher categorized the descriptive tasks into functional areas of recreation administration. Therefore the seven administrative duties identified for use in this study were assessment, budget administration, office management, planning, public relations, consulting with the recreation board and executive body, and staffing.

These seven terms were included because of their common usage in the municipal recreation field.

Assessment described those tasks which examined the department's programs and services as a method of determining whether departmental goals and objectives were being met.

Budget administration described those tasks related to the preparation, execution, and control of the department's fiscal operating and capital budget.

Office management described the tasks which contributed to the overall operation of the department and the administration of recreation programs.

Planning described those tasks related to the establishment of departmental goals and objectives, policies, agreements, and the study of community needs.

The tasks associated with the recreation board and executive body included attending meetings, developing and proposing policies, and budget preparation.

The staffing tasks included the recruitment, supervision, training, and evaluation of full-time supervisory and non-supervisory staff.

Problem 2. The second main problem stated: What specific tasks were personally performed (specific task performance) by the senior administrators?

The 83 specific tasks included in this study comprised six assessment tasks, eleven budget administration tasks, fourteen office management tasks, ten planning tasks, ten public relations tasks, seven recreation board and executive body tasks, and 25 staffing tasks.

Greater than 50% of the senior administrators performed 100% (11)

of the budget administration tasks, 100% (10) of the planning tasks, 100% (7) of the recreation board and executive body tasks, 90% (9/10) of the public relations tasks, 83.3% (5/6) of the assessment tasks, 42.9% (6/14) of the office management tasks, and 24% (6/25) of the staffing tasks.

The public relations task performed by less than 50% of the senior administrators was the preparation of information brochures. This task was delegated to subordinate staff by 52.9% of the senior administrators.

The assessment task performed by less than 50% of the senior administrators was the compilation of attendance for programs and facility-use. This task was delegated to subordinate staff by 70.6% of the senior administrators.

The eight office management tasks performed by less than 50% of the senior administrators were ordering office supplies, maintaining the filing system, performing inventories, scheduling or booking facilities, establishing program registration procedures, registering participants into programs, organizing recreation programs, and contacting program instructors. The majority of senior administrators delegated these tasks to subordinate staff.

The six staffing tasks performed by greater than 50% of the senior administrators were recruiting clerical staff, supervising clerical staff, evaluating full-time supervisory staff, training full-time supervisory staff, recruiting Facility Director, and supervising Facility Director.

In total, 65% (54/83) of the tasks were performed by greater than 50% of the senior administrators.

Sub-Problem 2A. This sub-problem stated: What was the frequency of specific task performance of the senior administrators?

The senior administrators rated their frequency of task performance using a 7-point scale - (1) never; (2) annually (or less); (3) semi-annually, (4) bimonthly; (5) 1 to 2 times per month; (6) 1 to 2 times per week; and (7) daily. Average frequency weights were calculated for each task using this scale.

Maintaining regular office hours to be available to the public (Task #46) was the only specific task which was, on the average, performed daily. There was one budget administration task which was performed, on the average, of 1 to 2 times per week. This was authorizing operational expenditures (Task #14). The greatest percentage of the tasks were performed on the average of semi-annually (29.9%) and annually (31.0%). Eleven tasks (12.6%) were performed on the average of 1 to 2 times per month, 13 tasks (14.9%) were performed on the average of bimonthly, and 7 tasks (8.0%) were, on the average, never performed. These seven staffing tasks were rated as never performed because the majority of the senior administrators did not have some full-time supervisory positions in their departments.

Sub-Problem 2B. This sub-problem stated: What was the perceived importance of specific task performance by the senior administrators?

Using a 5-point scale - (1) very unimportant; (2) unimportant; (3) undecided; (4) important; and (5) very important - the senior administrators rated their perceived importance of personally performing each specific task. Mean importance scores were computed for each task

and were used to describe the data.

Overall, 54.2% (45/83) of the tasks were rated as very important (13/45) and important (32/45), 22.9% (19/83) were rated as undecided, and 22.9% (19/83) of the tasks were rated as unimportant (17/19) and very unimportant (2/19).

In terms of the individual tasks, 100% of the recreation board and executive body tasks were rated as important and very important, 90% of the planning and public relations tasks were rated as important and very important, 50% of the assessment tasks were rated as important, 35.7% of the office management tasks were rated as important and 4.0% of the staffing tasks were rated as important.

It may be necessary to observe that this sub-problem addressed the perceived importance of the senior administrator performing the tasks. It was not to be interpreted that the tasks were perceived to be important.

Sub-Problem 2C. This sub-problem stated: How did the specific task performance of the subjects compare with those suggested by selected writers in current recreation literature?

The writers indicated that the senior administrator had "typical" responsibilities, meaning that they may perform the suggested tasks. The literature suggested that the senior administrator was responsible for the overall administration of the department's programs and services. The results of the comparison indicated that the senior administrators performed the tasks which the writers suggested in the recreation literature, with one exception. The recreation literature indicated that the senior administrator organized and administered

recreation programs. In the study, the majority of senior administrators delegated the tasks dealing with the administration and organization of programs to subordinate staff. These tasks included scheduling or booking facilities, establishing program registration procedures, registering participants into programs, organizing recreation programs, and contacting program instructors. The senior administrator had overall responsibility for programs, however the majority of them did not personally perform these tasks.

Conclusions

The conclusions for this study are outlined and discussed according to administrative duties, specific task performance, frequency of task performance, the perceived importance of task performance, and a comparison between the normative and descriptive responsibilities of senior administrators.

Problem 1: Administrative Duties. This study utilized seven administrative duties which were performed by the senior administrators. The conclusions drawn from the analysis of this problem are:

1. The use of the seven administrative duties of assessment, budget administration, office management, planning, public relations, consulting with the recreation board and executive body, and staffing as descriptive terms permitted the analysis of the position of senior administrator in terms of large segments of work.
2. The seven administrative duties proved to be useful for categorizing the 83 specific tasks into functional areas.
3. In general terms, based on the analysis of the task performance summary, the senior administrator's role can be considered to be

that of a planner, a budget administrator, a recreation board and executive body advisor, a public relations person, and an assessor of programs and services.

4. The specification of the seven administrative duties addresses the role (Arrow C in Figure 5, p. 33). The role represents the position of senior administrator which is composed of specific responsibilities including the resources and authority to implement and complete the tasks.
5. It is suggested that the inclusion of the seven administrative duty terms from the recreation literature was useful in a descriptive way for analysing the position of senior administrator. The exclusion of the generic terms from the administration and management literature was not to suggest that those terms were not meaningful, but the use of the descriptive recreation terms was felt to be more suited for the purposes of this study for describing and categorizing the 83 specific tasks.

Problem 2: Specific Task Performance. This study included 83 specific tasks performed by the seventeen senior administrators. The conclusions drawn from specific task performance are:

1. The majority of senior administrators did not perform the specific tasks dealing with the organization and administration of recreation programs. Approximately 70% of the subjects delegated these tasks to subordinate staff and 30% performed them. The performance of these tasks by the senior administrators is therefore dependent upon the number of staff in the municipal leisure services department. As well, the

recreation literature suggested that all municipal leisure service departments provide recreation programs. This was not the case in this study as one department did not organize any recreation programs.

2. The majority of senior administrators were responsible for the three traditional specialized task areas, namely parks, recreation facilities, and programs. Some of the senior administrators indicated that they had responsibilities in other areas. These included Family and Community Support Services (23.5%) The municipal planning commission (23.5%), day care services (11.8%), municipal library (5.9%), and community bus services (5.9%). As well, two subjects indicated that they were also the municipal secretary and the development control officer, respectively. The performance of tasks in these other areas suggests that there may be a trend to give a broader area of responsibility to the senior administrator. The senior administrator would then become a generalist with broad skills and knowledge rather than a specialist dealing only with parks, facilities, and programs.
3. The senior administrators indicated that they were responsible for seventeen different facilities and areas. The most prevalent were indoor arenas, an indoor or outdoor pools, sports and athletic fields, parks and open space development, community halls, and curling rinks. It is suggested that the senior administrator must also have skills as a facility manager. He must have the skills and training, if not just be knowledgeable, of the maintenance and servicing requirements of

ice making plants or a pool's filtration system. He must know routine maintenance requirements, manpower requirements, scheduling requirements, operating costs, and be able to budget for capital costs two to five years in the future in terms of equipment replacement, facility renovations, and new facility construction.

4. The identification of the 83 specific tasks performed by senior administrators addresses the role in Figure 5 (p. 33). The tasks are assigned to specific roles so that the incumbent of the position of senior administrator can perform them.
5. The acceptance of the seven administrative duties and 83 specific tasks by the senior administrator addresses the fusion between role expectations and the senior administrator's needs-disposition (Arrow D and E, Figure 5, p. 33).
6. The performance of the specific tasks by the senior administrator addresses the observed behavior or role behavior of the senior administrator which is a result of the interaction, or fusion, between the individual meeting role expectations while attempting to satisfy his personal needs-disposition.
7. While the data was not refined enough to distinguish between the influence of role expectations and needs-disposition on task performance, it can be argued that the conceptual model provided a basis on which to describe the factors which interact and influence task performance.
8. The performance of some of the tasks (ie., office management tasks) by a minority of senior administrators indicated that

there were sub-groups of senior administrators. It is suggested that the senior administrators who performed those particular tasks had few, if any, full-time subordinate staff and therefore could not delegate these tasks.

Sub-Problem 2A: Frequency of Task Performance. The senior administrators rated the frequency with which they performed each specific task. The conclusions drawn from the frequency of task performance are:

1. The tasks related to the preparation of the department fiscal budget were performed semi-annually to annually due to the recurring and cyclical nature of the budget process.
2. The only task performed on a daily basis was the maintaining of regular office hours to be available to the public. The daily performance of this task suggests that the public and other role set members may expect the senior administrator to be available and accessible on a daily basis.
3. The recruitment of full-time supervisory and non-supervisory staff is dependent upon the number of full-time positions in the department and the turnover of staff. This also affected the responses to the supervision of full-time supervisory staff. It is suggested that the number of full-time staff in the respective departments affected the performance or delegation of tasks.
4. There does not appear to be any relationship between the frequency of task performance and the perceived importance of task performance. The thirteen tasks rated as very important were performed, on the average, from daily to annually. It is

- suggested that the frequency of task performance is determined by the demands of the organization and the nature of the task.
5. The results of the comparison made between the fourteen tasks the senior administrators perceived were the most essential tasks and their respective average frequency weights indicated that they would like to give greater emphasis to the following tasks: establishing department long term goals and objectives; meeting with community groups regarding leisure services; organizing recreation programs; reading about the latest developments in the field; soliciting citizen participation to sit on leisure service committees; visiting recreation programs in progress; touring parks and facilities; assessing departmental goals and objectives; developing departmental policies; reviewing or updating the 5 year Master Plan; conducting surveys to determine community needs; assisting community groups get organized; training staff; and evaluating staff. This suggests that there are certain tasks which some senior administrators acknowledge require more of their time or they should perform more frequently.
6. The result of the comparison made between the seven tasks identified as requiring the most time to complete and the same tasks identified as the most essential suggested that the more time it took the senior administrator to complete the task, the more important he considered the task to be.
7. The frequency of task performance addresses the role expectations and the personal needs-disposition of the senior administrator (Arrows F and G, Figure 5, p. 33). The frequency

with which a task is performed may be a result of the individual (ie. staff meetings are held once per week), role expectations (ie. the recreation board expects a monthly report), and organizational demands (ie. the budget process takes eight months to complete and must follow the chain of command for approval). Since the data was not sufficiently refined to distinguish the amount of influence of these three factors on task performance, it is suggested that the frequency of task performance is at best affected by one or a combination of these factors.

Sub-Problem 2B: Perceived Importance of Task Performance. The senior administrators rated their perceived importance of performing each specific task. The conclusions drawn from the results of the perceived importance of task performance are:

1. The 54 tasks performed by a majority of the senior administrators were all rated as very important or important. The rating of important may justify to the senior administrators their performance of the tasks or the subjects perceived that others viewed them as important and therefore they viewed their performance of the task as important.
2. The majority of staffing tasks were rated as unimportant because the majority of senior administrators did not have the full-time supervisory positions in their departments. The subjects who had the positions perceived their performance of the recruitment, supervision, training, and evaluation of these staff to be important and very important.

3. The senior administrators perceived that their performance of those tasks which describe the administrative duties of budget administration, planning, public relations, and consulting with the recreation board and executive body were the most important. It is suggested that the senior administrators view their role as a budget administrator, a planner, a public relations person, and a recreation board and executive body advisor.
4. The result of the comparison made between the fourteen tasks identified as the most essential and their respective mean importance scores indicated that the majority of senior administrators did not view the fourteen tasks as essential. However, a majority of the senior administrators felt that it was important that they perform these fourteen tasks. It is suggested that the senior administrators felt it was important that they perform them because their role members felt that these tasks were important and/or the role set members expected the senior administrator to perform them.
5. The result of the comparison made between the fourteen tasks requiring greater emphasis and seventeen tasks considered to be the most essential identified six tasks. The tasks were establishing department goals and objectives, meeting with community groups regarding leisure services, organizing recreation programs, developing departmental policies, reviewing the Master Plan, and training staff. It is suggested that there are some senior administrators who do not have the time or choose not to spend their time performing tasks which

are perceived to be the most essential.

6. The perceived importance of task performance addresses the role expectations and personal needs-disposition of Figure 5 (Arrows H and I, p. 33). The senior administrator may perceive that it is important that only he can perform this task because of the way he personally feels about the task. On the other hand, the senior administrator may perceive that it is important that only he can perform the task because that is the message he perceives to receive from his role set members. Therefore, it is not possible to distinguish between the influence of role expectations and personal needs-disposition on the importance of task performance because the data was not sufficiently refined.

Sub-Problem 2C: Comparison of Recreation Literature and Specific Task Performance. Based on a comparison of selected recreation literature with the specific task performance of the senior administrators, the following conclusions are made:

1. The responsibilities of senior administrators as suggested by the recreation literature are normative in content. The "typical duties" of senior administrators does provide a general idea of the tasks which may be performed by senior administrators.
2. The recreation literature suggested that the senior administrator was responsible for all programs, services, and generally, the overall administration of the department. The study revealed that the senior administrator delegates tasks to subordinate staff, thereby assigning to the senior

administrator the role of coordinator and supervisor of the performance of tasks, rather than a performer of all department tasks.

3. The comparison made between normative responsibilities (what the literature says the senior administrator should do) and descriptive responsibilities (what the senior administrators actually do) indicates that the majority of the subjects performed the tasks suggested in the recreation literature, with one exception. The tasks which related to the organization and administration of recreation programs were not performed by 70.6% of the senior administrators. Five senior administrators delegated these tasks to subordinate staff.
4. The recreation literature indicated that all leisure services departments offer recreation programs. There was one senior administrator whose department offered no recreation programs. This particular senior administrator's responsibility included parks and open space planning and maintenance and recreation facility maintenance.
5. Based on the recreation literature and the administration of recreation programs by the leisure services department, it is argued that the departments are performing a direct programming function, rather than acting as a facilitator in an indirect programming function.

Implications and Recommendations for Research

The implications and recommendations for research are discussed in terms of the conceptual and the methodological background and recommendations are made for future research.

Conceptual Background. Conceptually, the study of roles, duties, and tasks involves an understanding of administrative behavior. The significance of identifying the administrative duties and specific task performance addresses the major building block of the social system - the role. Precise knowledge of one's role is the basic unit for specifying and assigning responsibility and authority so that tasks may be implemented.

The model which has formed the conceptual framework for this study (Figure 5, p. 33) shows the position of senior administrator in relation to administrative duties and specific tasks.

The seven administrative duties and 83 specific tasks identified in this study indicate the role requirements of the person who occupies the position of senior administrator. The interaction between the organizational demands and the individual resulted in task performance. It is the interaction between the nomothetic and idiographic dimensions which was significant in this study.

The model indicates that task acceptance, the frequency of task performance, and the perceived importance of task performance are a function of the individual's needs-disposition and role expectations. The senior administrator's performance of these tasks are therefore a result of him wanting to perform them and/or performing them because he is expected to do so. These role expectations are sent to the senior administrator by members of his role set (Katz et al., 1978, p. 196). This influences role behavior or, in this study suggests, specific task performance.

Therefore, the majority of senior administrators did not just perform the 83 tasks because they wanted to, but more likely, they were

expected to perform them. Similarly, it is suggested that the frequency and perceived importance of task performance were rated accordingly because of the influence of role expectations on needs-dispositions. On one hand a task may have been performed bimonthly as a compromise because the executive body may have expected it to be performed monthly while the senior administrator may have felt it only needed to be performed semi-annually. On the other hand, a task may have been performed monthly because it was expected. An example would be the recreation board and executive body requiring the senior administrator to submit monthly reports.

The Getzels and Guba model of administrative behavior (1957) provided a relatively simple explanation of the interaction between the individual and the organization. While the model described the nomothetic and idiographic dimensions, it failed to explain the interaction of these two phenomena. Bakke's model of the fusion process (Figure 1, p. 21) and Katz and Kahn's model of the factors involved in the taking of organizational roles (Figure 2, p. 23) were included in the review of literature because these models attempted to explain the interaction between the individual and the organization. In effect, the individual and the organization experience a fusion process whereby the individual is socialized by the organization while attempting to personalize his job.

According to Bakke's model, the identification of administrative duties and specific tasks are the "functions" of the position of senior administrator. The functions are selected from the totality of the organization's formal and informal tasks, or organizational expectations and role set members' expectations, respectively.

The interaction of the organization with the individual's standing and conduct (personal behavior; and personality and needs) results in the fusion process.

Therefore, task performance, frequency of task performance, and perceived importance of task performance are a result of the fusion between organizational demands and expectations, and the individual's standing and conduct. Activities are performed because of the influence of a combination of role expectations, or tasks, and the personal acts of the individual.

Katz and Kahn's model explains the dynamic interaction between the individual and the organization. Using the role episode as the basis for this interaction, the senior administrator would receive role expectations sent to him by role set members. Task performance would eventually result, however it would be influenced by the personal attributes of the senior administrator, the type of interpersonal relationship he had with the role senders (e.g. trusting vs. distrusting), and organizational factors, such as organizational structure, formal policies, reward and penalty system, and the number of people employed in the department.

Therefore task performance, frequency of task performance, and perceived importance of task performance are a function of the message sent to the senior administrator, his interpretation of the sent role, and the influence of personal, interpersonal, and organizational factors.

The use of the three models as the basis on which to describe the position of senior administrator, and to explain the interaction between role expectations and personality, provided the conceptual support for

the study of the role of senior administrator in terms of administrative duties and specific tasks.

The Getzels and Guba model was useful for the separate analysis of the individual elements within a social system which affect role behavior. However, the model was simplistic in describing the interaction between the nomothetic and idiographic dimensions. The Katz and Kahn model is more refined and detailed for analysing the individual factors which affect role behavior, especially their interaction with each other. The Bakke model described how the individual and the organization interact. It was the notion of the personalizing-socializing process as it formed the fusion process which provided conceptual support for the Getzels and Guba model.

The Getzels and Guba model distinguished between role expectations and personal needs-disposition. While the data was not sufficiently refined to separate the influence of each element on role behavior, the model was useful in presenting the study and describing the data.

Methodological Background. The data were collected during interviews using an interview guide. More detailed information regarding specific task performance, the frequency of task performance, and the importance of task performance could have been obtained during the interview. This would have provided a better appreciation for understanding the relationship between role expectations and personal needs-disposition on task performance.

The treatment of the data using descriptive statistics was suitable for the purposes of this study. To appreciate the differences between senior administrators and to determine the levels of administration, task performance could have been examined by grouping the subjects

according to size of the department, population of the jurisdiction, type of jurisdiction, or age, sex, or educational background of the senior administrator.

Recommendations for Future Research. The following are suggestions for future research:

1. Using the 83 tasks included in this study, the task performance of the senior administrator can be studied in relation to the population of the jurisdiction, the size of the department (ie., number of full-time employees and supervisory staff; the department operating budget), or the age or educational background of the subjects;
2. A study could be designed to examine the relationship between task performance and role expectations, personal needs-dispositions and the subject's job description in terms of conflict regarding the subject's performance or non-performance of tasks;
3. To obtain more detailed information, the subjects could maintain a diary or daily log of their activities for a three month period. Upon completion of the diary, the researcher could interview the senior administrator to examine the relationship between role expectations and personal needs-dispositions in terms of task performance;
4. A sample of subjects could be drawn from the population of senior administrators to examine task performance and its relationship to the size of the department, the location, type, and population of the jurisdiction, or the age and educational background of the subjects.

5. An examination of the complexity of the senior administrator's job can be undertaken to indicate the effect of role set members' expectations on task performance;
6. An examination of the relationship between the senior administrator's formal job description and task performance would determine the specificity of job descriptions and the factors which influence performance and non-performance of tasks;
7. An examination of the role set members' expectations on task performance would determine sources of conflict and the factors which influence decision-making; and
8. An examination of the status of direct versus indirect programming may indicate the extent of the use of volunteers and the development of community leadership.

Implications and Recommendations for Practise

The implications and recommendations for practise are discussed in terms of the conceptual model, the findings of the study, and recommendations are made for practise.

Implications of the Conceptual Model. The conceptual model showed the position of the senior administrator in relation to administrative duties and specific tasks. The model may have practical application for the senior administrator in terms of determining the factors which influence role behavior. Specifically, knowledge of the interaction between the individual and the organization is essential to promote an understanding of the relationship between role expectations and personal needs-disposition on task performance.

Implications of the Findings. The implications of the findings address five main areas, namely, role conflict, the municipal leisure services departments as providers rather than facilitators of recreation programs, job complexity, the senior administrator in a boundary role position, and staff development.

The senior administrator may experience role conflict whereby his performance of certain tasks may or may not be supported by his peers, subordinates, supervisors, the recreation board, community groups, or the public, in general. He may perform certain tasks because of expectations by his superiors, but it may not be supported by other members of his role set. The senior administrator must realize that his performance of some tasks may satisfy some of the role expectations however it may put him into a conflict situation with other role set members.

The majority of departments provided recreation programs for their respective communities. In recent years some municipal leisure services departments have been moving towards acting in a facilitator role whereby the department provides the resources to assist the community groups to develop, plan, and organize their own recreation programs. The department in the study had staff who planned and organized recreation programs for the community based on requests and the departments' perceptions of the "needs" of the community. This has implications for practice in that direct programming makes the community dependent upon the department for recreation programs. It can also be argued that the development of community leadership and the use of a volunteer program may be minimal or non-existent because of the built-in dependency of the people on the department to provide them with

recreation programs.

The implications of this study suggests that there is a degree of complexity involved in the senior administrator's job. This job complexity addresses the influence of role set members' expectations, dealing with outside agencies and groups, and the performance of other organizational roles by the senior administrator.

The role set members, as indicated in Figure 4 (p. 30) included the Town Manager, elected officials of council, recreation board members, subordinate staff, community groups, community agencies and organizations, and the general public. All members of the senior administrator's role set have certain expectations of the senior administrator. Some expectations are the same, if not very similar, while many are different and are often conflicting. For example, the executive body may be attempting to decrease operating expenditures while the recreation board may be trying to increase programs and services to the general public. The senior administrator's attempt to satisfy the many demands from various sectors of the community makes his job complex and difficult in terms of meeting needs and expectations.

The study also suggested a trend towards the senior administrator performing other organizational roles. Specifically, the two positions were municipal secretary and development control officer. As well, other senior administrators had responsibilities with Family and Community Support Services and day care services. The performance of these tasks related to the other organizational roles can only serve to increase the complexity and difficulty of the senior administrators meeting role expectations.

As the head of the leisure service department, the senior

administrator assumes a boundary role (Miles, 1980, p. 316) when dealing with groups, agencies, and individuals outside of the department. The senior administrator links the leisure services department with other "systems" in the department's environment. As the conceptual model (Figure 5, p. 33) shows the social system may be defined as the world, the country, the province, the region, the municipality, the leisure service department, or the individual specialized task units. The senior administrator links his department with the executive body when making budget requirements and determining policies; with other community agencies and organizations when providing programs and services and developing joint-use agreements; with local community groups and associations when planning parks, facilities, and the provision of recreation programs and services; and with the provincial government when applying for grants.

In a boundary role, the senior administrator performs public relations tasks when representing the department; he scans the external environment to determine new trends, philosophies, and ideas in the recreation field, assesses grant money available from various services, and surveys the programs and services offered by other agencies and private entrepreneurs to decrease duplication of services; he monitors the environment by conducting surveys and studies to determine changing needs and community requirements; and he processes information for departmental staff in terms of interpreting opportunities and constraints to program delivery and translates these into strategies for action.

Lastly, the descriptive analysis of the job of the senior administrator provides detailed information regarding the task

requirements of the position. This information about the senior administrator's job has direct implications for staff development. Specifically, a detailed job description is useful, if not necessary, for conducting performance evaluations. Precise knowledge of one's role expectations in terms of tasks is the basis for measuring performance and satisfying the role expectations of one's superiors, subordinates, and other role set members.

Secondly, precise knowledge of the skills and knowledge required of the senior administrator is the basis for identifying training and upgrading requirements.

This study described the administrative duties and specific tasks performed by senior administrators. In this respect, the role of the senior administrator was examined. As well, role expectations were examined in terms of the frequency of task performance and the importance of task performance.

The role of the senior administrator may therefore be described as long range planner, policy developer and administrator, budget developer and controller, and recreation board and executive body advisor. The role can be generalized as the administrator and supervisor of the basic functions of the leisure services department - that of providing recreation programs, planning and maintaining parks and facilities, and providing direction towards the department's long and short term goals.

Therefore the identification of the duties and tasks of senior administrators may have the potential for practical application as well as provide a better understanding of the conceptual basis of administrative behavior and the importance of specifying role behavior within the social system.

Recommendations for Practise. Based on the results of the study, the following are recommendations for practise:

1. The senior administrator must be made aware of the dynamic interaction between the individual and the organization to broaden his understanding of his own role behavior as well as those of his subordinates. This may serve to improve the senior administrator's management and supervisory skills in terms of understanding why certain behaviors occur rather than punish or condone the activity based solely on the observed behavior;
2. A written job description outlining the specific tasks to be performed is necessary to ensure that not only the senior administrator is aware of his responsibilities, but also that his role set members are equally aware. This may minimize potential conflict the senior administrator may have with his role set members regarding the performance or non-performance of tasks;
3. Precise knowledge of one's own responsibilities and those of the subordinates is necessary when designing training courses or up-grading seminars to ensure that the staff have the skills to perform the tasks;
4. Precise knowledge of the skills and responsibilities required for any position is necessary when recruiting to fill a position; and
5. The senior administrator should be aware of his own influence on role set members because he may be the source of conflicting or confusing expectations on the part of his subordinate, his

peers, his supervisors, or the public. All communication with role set members should be clearly stated to minimize misunderstandings or misinterpretations.

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APPENDIX

Interview Instructions

There are 4 main parts to this interview. Part I is to obtain demographic information about yourself and your department. Part II requires a "yes", "no" or "delegated to subordinate" response to a series of specific tasks you may perform regarding 7 administrative duties - staffing, budget administration, planning, public relations, office management, assessment, and recreation board and executive body. Part III asks if there are any other specific tasks you may perform. Lastly, Part IV consists of a few open-ended questions regarding the percentage of time you devote to each administrative task and to your job, in general.

The information will be kept confidential and your anonymity will be assured during the write-up of the final draft.

Subject's Position Title: _____

Subject's Name: _____

Address: _____

Date of Appointment: _____

Time: _____

PART I

Demographic Information

1. What is your age? _____
2. What is your sex? Male _____
 Female _____
3. What is the highest level of education you have attained:
 - 3.1 - H.S. graduate _____
 - 3.2 - College diploma _____ (type)
 major? _____
 - 3.3 - Undergraduate degree _____ (type)
 major? _____
 - 3.4 - Graduate degree _____ (type)
 major? _____
4. How many years have you been in your present position? _____
5. Which of the following areas come under your responsibility? .
 - _____ 5.1 - parks
 - _____ 5.2 - recreation programs
 - _____ 5.3 - facilities
 - _____ 5.4 - other (specify) _____
6. How many full-time employees are in your department? _____
7. How many full-time supervisors are in your department? _____
8. How many subordinates report directly to you? _____
9. What was your fiscal operating budget last year? \$ _____
10. What was your municipality's operating budget last year? \$ _____

11. What type of Recreation Board do you work with?

11.1 - _____ operational (explain)

11.2 - _____ advisory (explain)

12. What facilities in your community come under your responsibility?

12.1 - indoor arena _____

12.2 - outdoor rinks _____

12.3 - curling rink _____

12.4 - indoor pool _____

12.5 - outdoor pool _____

12.6 - other _____

12.7 - none _____

13. What salary range are you in?

13.1 - <\$15,000 _____

13.2 - \$15,000 - \$19,999 _____

13.3 - \$20,000 - \$24,999 _____

13.4 - \$25,000 - \$29,999 _____

13.5 - \$30,000 - \$34,999 _____

13.6 - \$35,000 - \$39,999 _____

13.7 - \$40,000 - + _____

PART II

Specific Tasks

Please indicate with a "yes", "no" or "delegated to subordinate" response to questions in Part II. A "yes" response means that you personally perform that specific task. A "no" response means that it is not done at all by anyone in your department. A "delegated to subordinate" response means that the specific task is performed by someone else in your department. As well, I will ask how often you perform each specific activity and how important it is that it be performed in your job.

To the question "How often do you personally perform this specific task, please give me one of the following responses:

1. never
2. annually or less
3. semi-annually
4. bimonthly
5. 1-2 times/month
6. 1-2 times/week
7. daily

To the question "How important is the performance of this specific task in your job?", please give me one of the following responses:

1. very unimportant
2. unimportant
3. undecided
4. important
5. very important

Please indicate your response to the following staffing tasks.

14. Which of the following full-time supervisory positions do you personally recruit?

	Yes	Delegated	NO		
14.1 - assistant sr. admin.	_____	_____	_____	_____	_____
14.2 - rec. program supervisor/director	_____	_____	_____	_____	_____
14.3 - facilities supervisor/director/mgr	_____	_____	_____	_____	_____
14.4 - parks supervisor/director/mgr	_____	_____	_____	_____	_____
14.5 - other _____	_____	_____	_____	_____	_____

15. Which of the following full-time non-supervisory positions do you personally recruit?

	Yes	Delegated	No		
15.1 - rec. program coordinators	_____	_____	_____	_____	_____
15.2 - facility staff (swim instructors/maintenance/ custodial)	_____	_____	_____	_____	_____
15.3 - parks staff (maintenance/ custodial)	_____	_____	_____	_____	_____
15.4 - clerical staff (secretarial)	_____	_____	_____	_____	_____
15.5 - other	_____	_____	_____	_____	_____

16. Which of the following part-time seasonal staff do you personally recruit?

	Yes	Delegated	No		
16.1 - rec. program instructors/ leaders	_____	_____	_____	_____	_____
16.2 - summer program staff	_____	_____	_____	_____	_____
16.3 - maintenance/custodial	_____	_____	_____	_____	_____
16.4 - clerical	_____	_____	_____	_____	_____
16.5 - other _____	_____	_____	_____	_____	_____

17. Which of the following full-time supervisory positions do you directly supervise?

	Yes	Delegated	No		
17.1 - ass't. sr. admin.	_____	_____	_____	_____	_____
17.2 - rec. prog. supervisor/ director	_____	_____	_____	_____	_____
17.3 - facilities director/ supervisor/mgr	_____	_____	_____	_____	_____
17.4 - parks director/ supervisor/mgr	_____	_____	_____	_____	_____
17.5 - other _____	_____	_____	_____	_____	_____

18. Which of the following full-time non-supervisory positions do you directly supervise?

	Yes	Delegated	No		
18.1 - rec. prog. coordinators	_____	_____	_____	_____	_____
18.2 - facility staff (swim instructors/maintenance)	_____	_____	_____	_____	_____
18.3 - parks staff (maintenance/ custodial)	_____	_____	_____	_____	_____
18.4 - clerical (secretarial)	_____	_____	_____	_____	_____
18.5 - other _____	_____	_____	_____	_____	_____

19. Which of the following part-time/seasonal positions do you directly supervise?

	Yes	Delegated	No		
19.1 - rec. instructors/leaders	_____	_____	_____	_____	_____
19.2 - summer program staff	_____	_____	_____	_____	_____
19.3 - maintenance/custodial	_____	_____	_____	_____	_____
19.4 - clerical	_____	_____	_____	_____	_____

20. Do you personally train or organize in-service training programs for the following staff?

	Yes	Delegated	No		
20.1 - full-time supervisory staff	_____	_____	_____	_____	_____
20.2 - full-time non-supervisory staff	_____	_____	_____	_____	_____
20.3 - part-time/seasonal	_____	_____	_____	_____	_____
20.4 - clerical	_____	_____	_____	_____	_____
20.5 - other _____	_____	_____	_____	_____	_____

21. For which of the following staff do you give formal staff appraisals.

	Yes	Delegated	No		
21.1 - full-time supervisory staff	_____	_____	_____	_____	_____
21.2 - full-time non-supervisory staff	_____	_____	_____	_____	_____
21.3 - part-time seasonal staff	_____	_____	_____	_____	_____
21.4 - other _____	_____	_____	_____	_____	_____

22. Are there any other specific tasks you perform or delegate regarding your staffing responsibilities?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The next set of questions addresses your performance regarding public relations tasks.

23. Do you personally perform the following specific tasks regarding public relations?

	Yes	Delegated	No		
23.1 - speak to community groups and associations regarding leisure services	_____	_____	_____	_____	_____
23.2 - maintain regular office hours so available to the public	_____	_____	_____	_____	_____
23.3 - personally attend to citizen complaints/concerns	_____	_____	_____	_____	_____
23.4 - help community assoc./groups get organized to assist the dept. in provision of leisure services	_____	_____	_____	_____	_____
23.5 - prepare information brochure of leisure services	_____	_____	_____	_____	_____
23.6 - write articles for local newspapers (or other media)	_____	_____	_____	_____	_____

	Yes	Delegated	No
23.7 - represent the dept. at community events	_____	_____	_____
23.8 - assist community groups/ assoc. complete grant applications	_____	_____	_____

24. Are there any other specific tasks you perform or
delegate regarding public relations?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

The next set of questions addresses your specific tasks
regarding the planning of facilities, parks and your
department leisure services in general.

25. Please indicate your response to the following specific
tasks.

	Yes	Delegated	No
25.1 - establish dept. long range goals and objectives	_____	_____	_____
25.2 - develop policies	_____	_____	_____
25.3 - administer dept policies	_____	_____	_____
25.4 - establish or review joint-use agreements	_____	_____	_____
25.5 - assist with Master Plan proposal	_____	_____	_____
25.6 - review/revise Master Plan as required	_____	_____	_____

	Yes	Delegated	No		
25.7 - conduct surveys to determine community needs	_____	_____	_____	_____	_____
25.8 - analyse services provided by private agencies and commercial interprises	_____	_____	_____	_____	_____
25.9 - organize or chair public meeting re rec. matters	_____	_____	_____	_____	_____
25.10 - organize community-wide event	_____	_____	_____	_____	_____
25.11 - chair or sit on committees to plan new parks or facilities	_____	_____	_____	_____	_____
25.12 - solicit citizen participation to sit on planning committees	_____	_____	_____	_____	_____
25.13 - conduct feasibility studies to determine needs and costs	_____	_____	_____	_____	_____

26. Are there any other specific tasks you perform or
delegate regarding planning?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

27. The next set of questions addresses your specific tasks
regarding office management. Please indicate your response
to the following specific tasks.

	Yes	Delegated	No		
27.1 - establish office procedures and routines	_____	_____	_____	_____	_____
27.2 - order office supplies & equipment	_____	_____	_____	_____	_____
27.3 - establish or maintain a filing system	_____	_____	_____	_____	_____
27.4 - do equipment and supplies inventory	_____	_____	_____	_____	_____
27.5 - correspond with other rec personnel & professionals in the field	_____	_____	_____	_____	_____
27.6 - hold staff meetings	_____	_____	_____	_____	_____
27.7 - meet regularly with Rec. Board and Executive	_____	_____	_____	_____	_____
27.8 - schedule staff holidays	_____	_____	_____	_____	_____
27.9 - do reading & research of latest developments in the field - new procedures, techniques, programs, operations, facility design, etc.	_____	_____	_____	_____	_____
27.10 - schedule or book facilities	_____	_____	_____	_____	_____
27.11 - establish program registration procedures	_____	_____	_____	_____	_____
27.12 - register participants into programs	_____	_____	_____	_____	_____
27.13 - survey space & facilities available for program use	_____	_____	_____	_____	_____
27.14 - organize or coordinate rec programs	_____	_____	_____	_____	_____
27.15 - contact program instructors/leaders	_____	_____	_____	_____	_____

28. Are there any other specific tasks which you perform or delegate regarding office management?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

29. The next set of questions addresses the area of assessment. Please indicate your response to the following specific tasks.

	Yes	Delegated	No		
29.1 - compile program and facility-use attendance figures	_____	_____	_____	_____	_____
29.2 - regularly visit recreation programs in progress	_____	_____	_____	_____	_____
29.3 - regularly tour facilities or parks	_____	_____	_____	_____	_____
29.4 - assess departmental policies	_____	_____	_____	_____	_____
29.5 - assess departmentals goals and objectives	_____	_____	_____	_____	_____

30. Are there any other specific tasks which you perform or delegate regarding the assessment of your department's leisure services?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

31. The next set of questions addresses your responsibilities regarding budget administration. Please indicate your response to the following specific tasks regarding the preparation, authorization and control of the fiscal operational an capital budget.

	Yes	Delegated	No		
31.1 - develop specific performance objectives for rec programs, facilities, or parks	_____	_____	_____	_____	_____
31.2 - estimate expected revenues for rec. programs or facilities	_____	_____	_____	_____	_____
31.3 - prepare & estimate operational & capital budget requirements for programs, facilities, or parks	_____	_____	_____	_____	_____
31.4 - coordinate the preparation of the final budget proposal document	_____	_____	_____	_____	_____
31.5 - present proposed budget document to Rec. Board & Executive Body	_____	_____	_____	_____	_____
31.6 - prepare performance objectives with Rec. Board	_____	_____	_____	_____	_____
31.7 - authorize all approved operating expenditures	_____	_____	_____	_____	_____
31.8 - authorize all approved capital expenditures	_____	_____	_____	_____	_____
31.9 - review dept expenditures	_____	_____	_____	_____	_____
31.10 - review dept revenues	_____	_____	_____	_____	_____
31.11 - review & present grant applications to Rec. Board & Executive Body for approval	_____	_____	_____	_____	_____

31.12 - establish operating budget item priorities	_____	_____	_____	_____	_____
31.13 - establish capital budget item priorities	_____	_____	_____	_____	_____

32. Are there any other specific tasks you perform or delegate regarding your budget administration responsibilities?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

33. This final set of questions addresses your specific tasks regarding your responsibilities to the Recreation Board and Executive Body. Please indicate your response to the following specific activities.

	Yes	Delegated	No		
33.1 - develop dept. policies with Rec. Board	_____	_____	_____	_____	_____
33.2 - present proposed policies to executive body & Rec Board for approval	_____	_____	_____	_____	_____
33.3 - prepare reports for Rec Board & Executive Body	_____	_____	_____	_____	_____
33.4 - review dept. leisure services with Rec. Board	_____	_____	_____	_____	_____
33.5 - present grant applications for approval	_____	_____	_____	_____	_____
33.6 - prepare budget with Rec. Board	_____	_____	_____	_____	_____
33.7 - meet with Rec. Board & Executive Body	_____	_____	_____	_____	_____

34. Are there any other specific tasks you perform or
delegate regarding your responsibilities to the Recreation
Board or Executive Body?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PART III

Other Administrative Tasks

35. Are there any other Administrative tasks you perform?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PART IV

Other

36. Please indicate the approximate percentage of time you spent performing each administrative duty over the past 12 months or since you have occupied your present position.

36.1 - staffing	_____
36.2 - office management	_____
36.3 - public relations	_____
36.4 - planning	_____
36.5 - rec. board & executive body	_____
36.6 - assessment	_____
36.7 - budget administration	_____
36.8 - Other _____	_____
_____	_____
_____	_____
_____	_____

100%

37. What are the most essential tasks you perform?
38. What activities take up most of your time to complete?
39. If time permitted, what types of specific tasks related to your job would you like to give greater emphasis?
40. That concludes the list of questions I have. Thank you for your time and cooperation. Have you any questions you would like to ask?
41. Would you like a copy of the summary of the results?

yes _____

no _____

Home Address

B30386